

TEACHER PERCEPTIONS OF AND ATTITUDES TOWARDS
FRENCH IMMERSION PROGRAMS IN THE PROVINCE
OF NEWFOUNDLAND AND LABRADOR

CENTRE FOR NEWFOUNDLAND STUDIES

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ELAINE MINNIE NEIL




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ISBN 0-315-50452-8



TEACHER PERCEPTIONS OF AND ATTITUDES TOWARDS FRENCH IMMERSION
PROGRAMS IN THE PROVINCE OF NEWFOUNDLAND AND LABRADOR

by

© Elaine Minnie Neil, B.A., B.Ed.

A thesis presented to the School of Graduate Studies in
partial fulfillment of the requirements for the degree
of Master of Education

Faculty of Education
Department of Curriculum and Instruction
Memorial University of Newfoundland

February, 1989

St. John's

Newfoundland

ABSTRACT

This study was prepared in response to a body of research which was shown that many unilingual English teachers feel the implementation of French immersion programs may place their jobs in jeopardy. In light of this information, an investigation of the attitudes of teachers in Newfoundland and Labrador towards the implementation of French immersion programs was undertaken.

An attempt was made by means of a questionnaire, to identify any factor contributing to those opinions. The questionnaire designed for the study was distributed to a random sample of 250 teachers in the Province of Newfoundland and Labrador. A detailed descriptive analysis of the questionnaire was undertaken. On the basis of the current literature, a number of independent variables were examined as they related to attitudes. Seventeen variables having to do with the personal background of the respondent were identified in Part I of the questionnaire. Fourteen variables dealing with the school background of the respondent were utilized from Part II of the questionnaire. One-way analyses of variance were used to test for significant differences of opinion based on school characteristics and background characteristics while linear multiple regression (stepwise) were utilized to examine factors influencing these differences.

The descriptive analysis indicated that teachers are not well-informed about French immersion and are not aware of its practical implications. Teachers strongly supported the idea that the major agencies associated with French curriculum planning and teacher welfare become more actively involved in French immersion planning.

The application of the one-way analysis of variance identified significant differences of opinion among teachers based upon their school background. Respondents from schools having a smaller number of teachers were more negative towards French immersion, as were respondents from areas where French immersion had been implemented in the district. Teacher's background information identified resistance to the program from areas where there was a lack of contact with French, teachers whose background was in social studies and English, and from department heads.

The multiple-regression analysis confirmed the findings of the one-way analysis of variance; however, it also went on to demonstrate that teachers who indicated a willingness to retrain were supporters of the allocation of resources for French immersion. Respondents with a background in science and in subject areas outside the mainstream subjects were less tolerant towards the allocation of resources for French immersion. This analysis also identified an elitist element. Respondents who had a positive attitude towards French immersion in general, would be supporters of special programs

but at the same time would be critical of the resources available for such programs.

As a supplement to the analysis, an attempt was made to compose a profile of teachers who indicated a willingness to retrain to teach French, and/or French immersion. Young to middle-aged teachers who had some experience with French and exposure to the culture appeared willing to retrain. The idea of, retraining appealed to more women than men.

ACKNOWLEDGEMENTS

The author wishes to express sincere appreciation for the kind advice of her advisor Mrs. Joan Netten. Gratitude is also expressed to the teachers who took the time from their busy schedules to participate in the study. A special word of thanks, as well, to Dr. Glenn Loveless who helped to inspire the author in the early stages. A warm thank-you is extended to the author's typist, Ms. Maureen Kent.

Thanks Mr. B.!

DEDICATION

This thesis is dedicated to the author's parents, Bob and Rita Neil. Their unfailing support and loving encouragement were a constant source of strength.

"Wherefore, by their fruits, ye shall know them."

(St. Matthew, 7, 20)

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CHAPTER I

THE PROBLEM

Introduction

The first French immersion program was introduced to Canada in 1965 at St. Lambert, Quebec. Ten years later, French immersion was implemented in Newfoundland and Labrador at Cape St. George on the west coast of the Province. Since its inception in 1975, the program has grown significantly from 30 students in 1975-76, to 2,953 students in 1987-88 (Department of Education, 1988: 61).

While the program has been regarded as being highly successful, its rapid growth and popularity have brought with it many problems. In a national survey of Canadian school boards, the Canadian Education Association reported demographic and dislocation problems with respect to the implementation of immersion programs (Nagy, 1986: 3). The biggest problems encountered were staffing, teacher layoffs and opposition. Other major difficulties identified were program and curriculum, transportation and location.

Newfoundland and Labrador faces these same problems. Perhaps one of the most critical concerns from a teacher's perspective is the question of job displacement associated with the implementation of French immersion programs. Over the past 25 years, there has been a sharply declining birth rate which has resulted in a smaller school population (Riggs,

1987: 1). This factor, coupled with the successful advent of French immersion, has caused serious concern for many teachers with respect to job security.

Rationale

While there have been many surveys carried out on parents' and students' attitudes towards French immersion very little research has been carried out to date in the area of teachers' attitudes towards French immersion.

Three specific considerations motivated this study. Firstly, the Report of the Provincial Policy Advisory Committee on French Programs has considerable implications for teachers, although the report has been accepted only in principle. The recommendation dealing with teacher supply pertaining to French language education serves to illustrate the emphasis the Department of Education may be placing on teacher retraining. It recommends that the Department of Education develop a policy for the training and retraining of teachers involved in French programs and that this policy be given priority over all other areas of French language education (P.A.C. Report, 1986: 66). While this is just one of the many recommendations outlined in the report, it illustrates the pressure about to be placed on teachers who are involved in any way with the teaching of French.

Secondly, the policy of the Newfoundland Teachers' Association on French immersion and French second language programs affects teacher job security. It states:

French immersion is a program that works exceptionally well for children, but unfortunately a program that may work against the employment opportunities of English speaking teachers.... Although oversimplified, it is fair to say that every early immersion class means the loss of an English-speaking teaching position. (N.T.A., 1986: 2)

Even though the N.T.A. recommends that school boards use present personnel for French immersion teaching, this stipulation cannot always be met. School boards sometimes hire teachers from outside the Province for French immersion positions. While the N.T.A. supports the position that no teacher shall lose his/her job by virtue of the introduction of French immersion in Newfoundland and Labrador, the fear is ever present that English positions are in jeopardy when French immersion is introduced into a school district.

The third consideration was a report by the Canadian Parents for French, St. John's Chapter (Pope, 1985). In it, Pope contends that even after over ten years of French immersion programs in the Province, adequate planning is not being done in anticipation of the continued growth of French immersion. In the case of unilingual English speaking teachers, they still do not know how job displacement will be dealt with by school boards.

These three reports discuss the questions of teacher supply related to French instruction in the Province. This

study is based on the assumption that teachers themselves would have a viewpoint about teacher supply for French programs, and the implementation of French programs in general. This research was undertaken in order to identify the teachers point of view.

Research Questions

Data were collected by means of a questionnaire to determine:

- a. what the average teacher in Newfoundland and Labrador thinks about French immersion, and French program implementation in the Province;
- b. whether the information teachers have about the French immersion program is valid information, or misinformation;
- c. to what extent teachers' views about French programs are responsive to selected personal characteristics; and
- d. to what extent teachers' views about French programs are responsive to selected school characteristics.

Significance of the Study

This study should provide interpretive data such as the characteristics of those teachers who support French

immersion, the reasons why teachers view favourably or unfavourably the implementation of the program, and the type of teacher who would be willing to retrain, which would be helpful to the major organizations involved with the planning and implementation of French programs in the Province. These include:

- a. the Department of Education in the area of curriculum and planning;
- b. the Newfoundland Teachers' Association in the area of teacher welfare;
- c. school boards in the area of providing appropriate information and effective in-service for teachers; and
- d. Memorial University of Newfoundland in the area of teacher training and retraining.

Limitations of the Study

The first limitation was the design of the questionnaire itself. While it was based upon current literature and the concerns of the teachers, many other areas could have been looked upon as important by other researchers. Secondly, the study was limited to teachers in Newfoundland and Labrador and might not necessarily be representative of opinions of teachers elsewhere in the country. Therefore, the conclusion cannot be generalized to all Canadian teachers.

Definition of Terms

French immersion. A program designed for English speaking students in which French is the language of instruction in the classroom for all or some of the subject areas, and as much as possible the means of communication in the school environment (P.A.C. Report, 1986: 37).

Basic French. A program of instruction in which students study the various aspects of French language during a regularly scheduled time slot as is done in other subject areas (P.A.C. Report, 1986: 31). This program is sometimes referred to as the core French program.

Core French. A term used interchangeably with basic French.

Extended French. A program of instruction in which students study the basic French program, plus at least one other complete subject where content and instruction are given entirely in French (P.A.C. Report, 1986: 35).

Organization of the Thesis

This introductory chapter has provided the background to the study, posed some basic research questions, provided the necessary definition of terms and acknowledged the limitations of the study. In Chapter II a review of the current literature will be presented. Chapter III will report on the design and procedures followed in the study. Chapter IV

presents the findings of the study. The final chapter deals with the conclusions of the study, provides a summary of the thesis and makes some recommendations.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

The study of French has undergone a tremendous change in the past 30 years. Students of French in the late 1950's, upon graduation from high school, would have been able to read and write the language fairly well, but it was unlikely that they would be able to carry on a normal conversation with a French-speaking person. Gradually, ideas about learning a second language started to change moving away from the memorization techniques of the late 1950's towards a more direct or natural approach to teaching French, called "immersion". This approach was initially explored by a prominent McGill University professor, Wallace Lambert. Mr. Lambert was raising his children to speak both French and English by sending them to French schools while using only English with them at home. He believed that being taught in the language one did not speak at home was the best way to become bilingual (Lapkin, 1983: 3). Eventually, a small group of English-speaking parents, the St. Lambert Bilingual School Study Group under the chairmanship of Olga Melikoff, guided and gave strength to the development of an early immersion program. These parents formulated the curriculum pattern for early immersion and for continuing bilingual education which would extend throughout their children's schooling (Stern,

1978: 837). At that time, the idea of receiving a "language bath" in order to learn a second language was truly revolutionary (Canadian Education Association, 1983: 11). The concept of immersion education developed by the St. Lambert parents has formed the basis of early immersion programs almost everywhere in Canada (Stern, 1978: 837).

Evidence from Research

Since its inception, immersion has been scrutinized by evaluative research studies and by many prominent researchers such as Lambert (1974b), Macnamara (1972), Tucker (1976), Lapkin (1978/79), and Swain (1981b). The evaluative research studies of the first two St. Lambert immersion classes by Professor Lambert and his colleagues became the model for most of the subsequent evaluations of immersion programs (Stern, 1978: 837). French immersion is probably one of the most thoroughly investigated educational innovations. An examination of this research consistently reports and documents the success of French immersion. Almost all significant and current research speaks positively to, and supports, French immersion as a successful method to develop bilingual competencies in children (Newfoundland Teachers' Association, 1986: 7). Evaluation studies carried out in the Province of Newfoundland and Labrador by Netten and Spain (1982a) (1982b) have reached the same general conclusions.

International Perspective

From an international perspective, the St. Lambert Experiment has become a landmark in French language education, not only in Canada, but around the world. Immersion programs which have been modelled on the St. Lambert experiment now exist in every major city in Canada outside Quebec and in a dozen cities in the United States (Carey, 1984: 246).

Canadian Parents for French

With the development of such a popular program as French immersion, parents began taking an active role in their children's education. The Canadian Parents for French (C.P.F.) was founded in March, 1977, by a group of parents from across Canada, "dedicated to the improvement of French second-language instruction in Canadian schools" (C.P.F., 1979: 145). Membership in the organization has grown from thirty-five founding parents to well over five thousand parents representing all of Canada. The goals of Canadian Parents for French are:

1. To assist in ensuring that each Canadian child has the opportunity to acquire as great a knowledge of the French language and culture as he or she is willing and able to attain.
2. To promote the best possible types of French language learning opportunities.
3. To establish and maintain effective communication between interested parents and educational and government authorities concerned with the provision of French language learning opportunities.

(C.P.F., 1979: 145)

The Canadian Parents for French organization has become a strong lobby group and has been successful in pressuring school boards to establish improved second language programs for children in various regions throughout Canada.

Types of French Immersion Programs

Lapkin (1983: 8) states there are a number of individual differences between French immersion programs in various primary, elementary or junior high schools across the country. Generally speaking, however, these programs can be divided into three basic types: early, partial and late immersion.

Early Immersion

Students in early immersion are taught entirely in French as soon as they enter kindergarten. English is introduced in grade 2 or 3, or sometimes, grade 4. Instruction in French is then gradually decreased until, by the grade 6 to 8 level, approximately half the school day is in French and half is in English.

Partial Immersion

Students in partial immersion spend 50 percent of their time studying in French, starting in kindergarten or grade 1 and continuing through to grade 8, and the other 50% of their time receiving instructions in the regular English curriculum.

Late Immersion

Students in late immersion take at least 50 percent of their subjects in French for a year or two beginning anywhere from grade 6 to 8. These students should have had at least one year of regular French instruction before entering the program (Lapkin, 1983: 8).

A variation of the immersion concept is the notion of Extended French.

Extended French

Students in the Extended French program begin the program at Level I in high school and continue through to Level III. Students study the Basic French Program plus at least one other complete subject where content and instruction are given entirely in French (P.A.C. Report, 1986: 35).

Comments on Program's Success

The success associated with French immersion programs has been phenomenal. It is therefore not surprising that both the students enrolled in French immersion programs and the teachers of the programs have expressed positive attitudes towards French immersion. Mian (1984: 14), when referring to French immersion students in Lawrence Park Collegiate Institute in Toronto, states that student achievement in

tests, examinations, winning of prizes and awards is above average in both English and French subjects. One early immersion student in Ontario stated that French immersion had helped him recognize and compare similarities in both English and French. A late immersion student in Newfoundland and Labrador stated that knowledge of French had a good influence on his English. He felt as well that his grammar would improve even more if given the opportunity to learn another foreign language (Mian, 1984: 49).

Study of attitudes of late immersion students in Newfoundland and Labrador conducted by Drover (1988: 99) indicated very positive perceptions of students towards their French immersion instruction.

French immersion teachers have frequently expressed satisfaction about the student's success within the French immersion classroom. Lapkin and Swain (1984: 3) stated that French immersion teachers indicated a general satisfaction with the program, and in particular, student's pride in speaking French, success in secondary school and the positive attitudes of parents, students and teachers. Edwards, Colletta and McCarrey (1980: 201) stated that the attitude of teachers towards student's learning of French in an early immersion program was positive. The French immersion teachers themselves have become highly regarded in the light of the program's success. Obadia (1984: 15) stated that [French immersion] teachers appear to meet the challenge better than

others and never lose their drive or enthusiasm. Drover (1988: 108) found students in Newfoundland and Labrador to be very satisfied with their French immersion teachers. Obadia also goes on to say that the linguistic results obtained in an immersion class are more tangible and therefore more satisfying and encouraging for the teacher and pupil than those obtained in a traditional core French class (1984: 17). In light of these results parents have lobbied to have programs such as French immersion implemented in diverse regions across Canada.

Problems Associated with Program

One of the earliest immersion experiments was discovered to have taken place in Quebec in 1958. While the program was heralded as a success, concerns were also voiced. Recollections from the program initiators, sounding remarkably like experiments today, were reported:

...expansion limited by problems finding teachers, lack of adequate French-language material, concerns that students would lag behind and surprise when they excelled in both French and English.

(C.P.F. 1985: 5).

Problems associated with the implementation of French immersion, therefore, are not new. However, while recognizing the merits of French immersion, the problems which accompany the implementation of such a program need also to be identified.

Reluctance to Change

One such problem associated with French immersion is the reluctance of educators to change. McGillivray (1984: 26) states:

Educators are notoriously reluctant to change. Whether the change be one of programme (e.g., New Mathematics), of teaching strategies (as required in open schools), or of technology (e.g., the overhead projector), it seems to take years before it is generally accepted by teachers and common in most school systems, even though most educational innovations come from teachers themselves.

However, Morawa and Sheathelm (1984: 1), while conceding that a major factor in the dilatory pace of school change is the resistant attitudes of teachers, also maintained that there are numerous examples which suggest that the way changes are introduced in a school fosters conditions nurturant of negative attitudes. Evidence to support this theory comes from Pope (1985: preface) who claimed that while immersion programs have grown "like Topsy" in the Province of Newfoundland and Labrador, they have not been following any overall plan.

McGillivray (1984: 26) points out that:

...immersion requires a total revision of curricula, an almost total replacement or retraining of staff, major revision in school attendance boundaries, and initially at least, fairly substantial additional expenditures. There are few guidelines for immersion prepared by ministries of education, teacher training programs are inadequate and there is little commercially produced material specifically for immersion.

If, as Dobell (1986: 6) states, the need is for universal access for anglophone children to "useable" French education,

then adequate planning is essential. This method of systematic implementation might serve to lessen the "negative attitudes of teachers" referred to by Morawa and Sheathelm.

Displacement of Teachers

Within the anglophone education system, negative attitudes towards French immersion programs are frequently felt. Cazabon et Cazabon (1987: 7) state that the unilingual teacher has become the neglected minority. Due to the dramatic increase in immersion enrolment, the number of unilingual anglophone teachers is diminishing. These researchers feel that more attention should be given to those teachers affected by the new demand.

In a national survey conducted by the Canadian Education Association (C.E.A.), school boards across Canada were asked to respond to a questionnaire concerning the effects of French immersion on school boards and on regular French core programs (1983: 5). Numerous cases across Canada demonstrated the anxiety and fears shared by unilingual teachers. In Burnaby school district, number 41, new staff must be hired for immersion programs while district staff reductions number from 20 to 45 teachers every year. Boards mentioned problems with school staff attitudes (C.E.A., 1983: 23). Principals in the county of Strathcona School District number 40 in Alberta were reluctant to accept the [French immersion] program in their schools because regular teachers were not in favour of the

program. The board faced staff dissention and backlash from teachers being displaced by immersion teachers (Ibid.). The East York Board (Toronto) reported that one of the main problems was the anti-immersion sentiment expressed by the staff who saw themselves being replaced by immersion teachers (Ibid.: 13).

Nagy (1986: 12) reported that, of teachers who were asked about effects of French immersion on staff morale, about 60 percent of each group of teachers in the survey felt that there was anxiety and/or resentment due to the immersion program. The Federation of Women Teacher's Associations of Ontario (1984: 13) argued that expansion of French-as-a-second-language programs has had an adverse effect on elementary teachers' morale.

In the Annual Report on the Evaluation of Second Language Programs in Ottawa (1975), Edwards and Smyth reported that there was a tendency for English teachers to perceive French teachers as being favoured. MacKinnon (1983: 1) commented that it was not untrue to state that every early immersion class created in the province of New Brunswick meant the loss of an English-speaking teaching position. (It is the policy in New Brunswick to employ only native French persons to teach in French immersion classes.) It therefore stands to reason that in the survey conducted by the Canadian Education Association (1983: 23), as mentioned previously, there was evidence of a persistent current of teacher apprehension.

While the C.E.A. stated that teacher layoffs directly due to immersion may be limited, the declining student population has forced boards to declare teachers redundant.

... as the program expands, bilingual administrators and support staff must be hired. The unilingual anglophone staff is reduced and opportunities for them remain limited. Boards face problems with teacher resentment, insecurity and animosity when the anglophone teachers see their numbers decrease while French teachers are hired.

(C.E.A., 1983: 24)

The apprehension expressed by teachers regarding French immersion could be looked upon in light of the information cited above as a product of the implementation of the programs, perhaps resulting from an apparent lack of long-term planning.

Elitism

Another problem that is inherently associated with the implementation of French immersion programs is the accusation of its being elitist. Olson and Burns (1983: 5) stated that [French immersion programs] tend to be elitist, even where demand for the program exists, and this elitism is due (at least in part) to the way in which the programs have been implemented. Gutteman (1983: 20) in response to Olson and Burns further commented that they [Olson and Burns] not only document the high socioeconomic status of enrollees in Northern Ontario schools, but also demonstrate how the school boards' policies of passive recruitment and "tracking out" of poor

performers result in elite cohorts in French immersion. MacNab (1978: 37) cited evidence that French immersion draws off above average students from core programs, but added the qualifier that this loss occurs mainly in schools that have a higher proportion of above average students. Martin (1972: 38) found that the parents of children enrolled in French immersion programs had educational achievement levels considerably above the Ottawa average.

Yalden (1983: 36-37) puts forth an interesting interpretation of the elitist accusation.

Some parents, teachers and specialists see a dangerous form of elitism in current immersion programmes, in part because of the access problems. One is tempted to observe that this word is increasingly used in contemporary circumstances to express disapproval when one cannot find anything else wrong. No one disputes that immersion places are limited and probably always will be. The issue is whether the future of a programme like immersion French should be put in doubt because some youngsters may be benefitting from it, but not the population at large.

...Equality of access is essential, of course, but if there are parents who conclude that it does not suit their children, or students who, for a wide variety of reasons, find themselves better off in a normal English stream with traditional French instruction, they can perfectly well be accommodated without innuendo to the effect that those who want their children in immersion are somehow taking unfair advantage of the whole education system.

While educators disagree on the degree to which French immersion programs are elitist, evidence such as that cited above gives credence to the belief that some aspects of the program are elitist in orientation.

Effect on Core Program

Since the popularity of French immersion has increased, a more critical examination of core programs has taken place. There has been a tendency to view immersion and core as opposites, core being neglected in favour of immersion (C.E.A., 1983: 37). While some boards may be reluctant to introduce immersion because of the consequences it may have on the regular core program, parental pressure leaves them few options (Ibid., 38). Stern (1978: 852) states that some people have been so stunned by the success of immersion that they treat it as the ultimate answer to the entire language teaching problem, especially for Canada. For them, immersion is the only solution and traditional classroom teaching a relic of the past. MacNab (1978: 61) stated that teachers of regular English classes in immersion schools perceive their classes as less capable than they actually are, which might indicate that the core program is being looked upon as suffering from the effects of immersion when in fact it is not. Stern (1984: 4) conceded, however, that core French has suffered, perhaps unfairly, in public esteem when compared with immersion.

One of the positive effects French immersion has had on the core program is the launching of the National Core French Study which is presently under the directorship of Raymond Leblanc, University of Ottawa. Its mandate is to initiate a rethinking of Core French (Stern, 1986: 11). This

"rethinking". is being done, essentially, through the design of four syllabi: language, culture, communicative activities and general language education. Imaginatively designed core curricula, in Stern's view, could narrow the gap between immersion and core (Stern, 1983: 4). Core would no longer be immersion's "parent pauvre".

Immersion programs have forced boards to examine their core programs more closely and improve them (C.E.A., 1983: 39). In an effort to limit the number of immersion students, boards are putting effort into providing a sound alternative, which in turn is improving rather than detracting from the quality of core French. The main focus of the alternatives, taken from the basis of the immersion programs, is that the second language is used in truly communicative situations, rather than being only the object of a limited analytical study.

Teacher Welfare

Because of the growing concern regarding the potential displacement of unilingual English teachers, the Canadian Teachers' Federation (C.T.F.) conducted a survey of all provincial teacher associations within Canada. The survey addressed specifically immersion French programs and their implications. Each provincial association was asked to state the provincial policy guidelines concerning the implementation

of immersion or extended core programs. If no policy existed, they were asked to indicate whether or not a committee or task force was in place to study the issue. Lastly, each association was asked to indicate whether or not immersion or extended core programs were a matter of current concern to each membership and what the major area of concern was (C.T.F., 1983: 12).

Five provinces and/or territories declared they had either developed policy or had appointed a task force to look into the matter. The layoff of unilingual teachers and the retraining of those teachers affected by the layoffs were indicated as being the major areas of concern (Ibid.: 3,4). Interestingly, the Newfoundland Teachers' Association did not respond to the survey but has since developed a policy regarding potential teacher displacement. The same might be true of the other provinces who did not respond to the survey. The Newfoundland Teachers' Association supports the policy that no teacher shall lose his/her job because of the implementation of French immersion to the extent that the association recommends additional allocations over and above regular allotments (N.T.A., 1986: 6).

The observations documented by the Canadian Teachers' Federation noted the major concerns associated with the implementation of French immersion programs, and are summarized as follows.

1. The levels of development and implementation of French second language programs are varied and often are implemented without adequate planning and without due regard for their implications. While job displacement has not been identified as a major concern for most teacher organizations, it is a problem which is very real and needs to be addressed. Because there is a serious lack of data to assess the problem, the C.T.F. suggests that a survey be conducted provincially to determine the incidence of displacement.
2. C.T.F. states that there seems to be a growing trend towards the transfer of bilingual teachers to teach immersion classes and the staffing of core French classes by regular classroom teachers. The Federation suggests a need for appropriate teacher training and preparation on a differentiated basis for the teachers in both programs.
3. C.T.F. suggests firm guidelines and or policies be established to govern the planning and implementation of French immersion programs. These guidelines should include criteria on teacher preparation and retraining, teacher transfer procedures, protection of unilingual teachers against layoffs, teacher consultation on implementation procedures, including curriculum selection and program evaluation.

(C.T.F., 1983: 36)

Guidelines like the ones developed by the Ontario Public School Men's Federation and the Federation of Women Teachers' Association of Ontario respectively governing the implementation and expansion of French-second-language programs have been effective in ameliorating the bad effects of expanding immersion programs in Ontario (C.T.F., 1983: 1). Some of the major recommendations of the C.T.F. document were as follows: that the main emphasis of teacher training be at the regular classroom teacher level; that a year round French

immersion centre for the use of interested practicing teachers be established; and that the first criteria of any teacher be competency and qualifications, not whether or not the teacher is a native speaker of French (C.T.F., 1983: 16, 17).

The Ontario Secondary School Teachers' Federation (1985: 21) in a comprehensive report on French immersion went so far as to suggest that all teachers should carefully examine the developing trends in the Province and whether or not it is in their best interest to begin retraining to assure their security of employment. The Federation also stated that some responsibility for the costs of retraining should be assumed by the school boards in order to "retain valued staff members". This support should include monies and leave programs which would provide for retraining of teachers in a variety of subject areas.

It would appear that much planning is still required for the smooth implementation of French programs.

Future Needs

Calvé (1986: 6) commented that because French immersion is no longer an experiment, clear and realistic immersion objectives should be established, guidelines should be prepared, teachers should be educated, materials should be developed and its evolution should be controlled. He questioned whether French immersion should be made universally

accessible and if so, how the inevitable impact on the whole school structure should be dealt with. Topics, such as displaced teachers and financial allocations, were raised in his discussion. These provocative questions serve to illustrate the essentiality of adequate planning.

Jones (1984: 261) commenting on the past, present and future needs in immersion in Alberta maintained that there continues to be a need for specially trained teachers to teach immersion. Future needs in pre-service training include, in Jones' opinion, preparation for secondary mathematics and science as well as resource room, enrichment, music and library in the elementary grades. In the area of support organizations, he felt a broader resource base would be required for teachers' federations, local levels of Canadian Parents for French, research and evaluation, and administrative and political support. He stated that there was a need for bilingual administrators as well. Jones sees a time when expertise in French will be required by secretaries and custodians, teacher librarians, music specialists and resource room teachers (Ibid.: 265).

McGillivray (1984: 27) suggested that one way of coping with the expansion of immersion programs and eliminating the problem of duplication of services would be the development of an "immersion centre". In such a school, the staff, the program and the budget would be devoted to immersion only. McGillivray maintained that while parents of students in the

displaced English program would object to losing their community school to "those French kids", they would also find it difficult to accept that immersion is fast becoming a "regular" program and deserves equal services and facilities. One might postulate that many qualified personnel will be required to teach these programs.

Teacher Training

Very few full-time teacher training programs for immersion are available in Canada in spite of the obvious market for such graduates (Obadia, 1984: 18) and Wesche, 1984: 20). However, McGillivray (1984: 27) stated that student teachers have achieved a high level of fluency through summer immersion programs or studying in Quebec or France. Wesche (1984: 24) maintained that English-language universities have no choice but to respond to the various effects of the immersion phenomenon. However, she indicated that the extent to which the English-language, French-language, and bilingual universities will modify their programs in the light of these new demands, remains to be seen.

Retraining

If retraining is to be one of the answers to job displacement, teacher training programs must be effective. Any program of teacher training must allocate resources, whether at the national, provincial (state) or local level.

(Troike and Troike, 1982: 201). These researchers outline directions for teacher training:

Decisions about how much training is needed, by whom and how many people are to be trained will have implications for the use of people, time, funds and other resources. If such decision making is to be soundly based, it should be preceded by a needs assessment to determine the discrepancy between existing resources and those required to implement the policy. Policy decisions are sometimes made without adequate information on which to judge their cost implications and may be tempered and abandoned when the costs are known.

(Ibid.: 201)

There remains the identification of teachers willing to retrain. Schatz (1988: 8) commented on the type of teacher that should be encouraged to make the switch to the teaching of French. He advocated that only teachers who are good prospects should be encouraged - those teachers who are about to be declared surplus and are seeking any avenue to remain in the profession are not likely to succeed.

... to put it bluntly, we know from the federal experience that you can pretty well write off the people over 45 years of age for French as a skill, not a subject. It is just like learning to play the piano with expertise, and one does not normally acquire such skill starting at age 45 or older.

McGillivray (1984: 28) has pointed out that even retraining will not be the answer to displacement problems associated with the implementation of French immersion programs. He exemplified this point:

In spite of language training possibilities however, some unilingual staff will not be capable of teaching in immersion and may have to be dismissed. Teachers' federations have tried to

forestall this through collective agreements but boards have to take the hard line that the system is there to serve the children, not to maintain jobs for teachers. If parents wish an immersion program for their children, boards must find the necessary staff capable of providing it.

The research above has indicated something of an unfortunate plight for unilingual teachers not capable of retraining to teach French and/or French immersion programs, or some other needed subject area.

However, Stern (1978: 852) indicated that the radical changes demanded by the implementation of French immersion are not practical in all instances of second language learning. He suggested that discretion should be exercised and something of an objective view should be maintained.

What would appear to be essential is the provision of adequate planning for the program, because as Stern has so succinctly pointed out:

All forms of language teaching in school settings, immersion and non-immersion alike, are to a certain extent artificial and have their limitations; they all can be more or less successful, none has a monopoly of virtue...

(Ibid.: 852)

In a professional renewal, cooperation and initiative from teachers would appear to be the basis upon which to build.

Stern's optimistic philosophy relays a strong message:

Any proposal for change and any new developments are long-term. They are likely to remain ineffective unless they are supported by the goodwill and professional commitment of the teachers themselves ... professional development today is

humane, collegial, and participatory, not threatening, condescending or authoritarian.

(Stern, 1986: iii)

A rational perspective would appear to be encouraged and needed.

Provincial Perspective

Government

Both early and late immersion programs are offered in the Province of Newfoundland and Labrador. The recommended objectives for both programs have been identified in the recent Report of the Policy Advisory Committee on French programs. These objectives may be found in Appendix A. Enrolment in immersion programs across the Province has grown from 193 students in the 1978-79 school year to 2,953 in 1987-88 and these programs are located in twelve out of the thirty-five school boards (Department of Education, 1988: 61). Immersion programs continue to show signs of growth and remain a popular choice for many parents.

The Policy Advisory Committee in its submission to the Government of Newfoundland and Labrador stated that it had recognized the disruption that the proliferation of French programs has caused the school systems across the country. The Committee also noted the concern expressed by administrators and provincial departments of education about the ultimate efficacy of the various French options

(Government of Newfoundland, 1986: 23). It therefore stated that the Province of Newfoundland and Labrador should develop a plan for French instruction which, while taking into account the trends within the country as a whole, would also respond directly to the needs and resources of the educational system of Newfoundland and Labrador (Ibid.: 23).

Newfoundland Teachers' Association

The Newfoundland Teachers' Association (N.T.A.) has developed a comprehensive policy regarding French immersion and French second language. With specific reference to the potential displacement of unilingual English teachers, the N.T.A. supports the following statements:

- ... 4. The Newfoundland Teachers' Association supports the position that no teacher employed in the school systems of Newfoundland and Labrador shall lose his/her job by virtue of the introduction of French immersion programs into any and all school systems.
5. The Newfoundland Teachers' Association supports all current and ongoing retraining programs to enable Newfoundland teachers to retrain to the level required for the teaching of French immersion.
6. The Newfoundland Teachers' Association further supports and encourages the development of more aggressive retraining programs to be initiated by all educational agencies at both Provincial and Federal levels so that possibly displaced teachers be retrained for other educational interests. The cost of such retraining in both instances be the responsibility of the educational and governmental agencies.

(N.T.A., 1986: 6)

Further to the above statements the N.T.A. recommends that:

...if French immersion cannot be successfully introduced through retraining and normal attrition ... that French immersion be introduced by additional allocations over and above the regular teacher allotments to school boards. These additional allotments shall continue to be funded until such a time as the school boards in question can reduce to a "standard" allocation through attrition.

(Ibid.: 8)

Memorial University of Newfoundland

Memorial University has responded with the introduction of summer institutes for French immersion teachers and a new program option for the training of teachers at the primary and elementary level (Netten, 1987: 7). The University, as Netten stated, felt that it was its responsibility to respond to the needs of the educational community and has attempted to do so by developing a comprehensive training program. However, enrolments in the program are still small.

Summary.

A number of surveys have been conducted across Canada in an effort to gain an insight into the concerns teachers may be having about the implementation of French immersion programs. The Prince Edward Island Teachers' Federation conducted a survey of its membership in 1978. The Canadian

Teachers' Federation conducted a national survey of provincial teacher associations across Canada in 1983. The Canadian Education Association conducted a survey of school boards across the country in 1983. More recently in 1986, Nagy conducted interviews with teachers in Southern Ontario. The conclusions gathered from these surveys indicate that there is a great deal of concern being expressed by teachers, especially unilingual anglophone teachers, regarding the implementation of French immersion programs.

This review has outlined the research available on some implications that the implementation of French immersion has had on the educational system as a whole, and teachers in particular. These studies have indicated that French immersion appears to be a highly successful form of schooling producing Canadian citizens who are reasonably fluent in French. However, they have also indicated that there are many administrative problems inherent in implementing French immersion programs and that French immersion programs are not regarded with complete favour by all segments of the population. In particular unilingual anglophone teachers feel somewhat uneasy about the rapid growth of French immersion programs in the schools. Suggestions have also been made that the immersion programs may not be the only way to achieve relatively high levels of French competency for pupils presently in the school systems of our country.

In addition, it has been shown that the Province of Newfoundland and Labrador faces many of the problems documented by the rest of Canada. It has also been shown that the government of the Province, as indicated by the Policy Advisory Committee on French Programs, is interested in studying the situation and in developing solutions which will be most appropriate for the Province.

It is in the light of this information then, that it was felt a survey of the attitudes of teachers in Newfoundland and Labrador towards French immersion was warranted at this time. It was hoped that through thoughtful analysis and careful reflection, assisted by empirical research, teachers' attitudes towards the implementation of French immersion and French programs in general could be measured and major concerns identified. It was also hoped that some information could be gathered which would help to explain the attitudes or indicate where changes could be made to ameliorate and foster understanding of teacher concerns.

CHAPTER III

DESIGN OF THE STUDY

Introduction

The concept of attitude is important in the social sciences because attitudes shape perceptions, affect judgments, influence behavior and help govern various social actions (Rideout, 1986: 69). The person's attitude toward an object or event is based upon the most salient beliefs he/she has about the object or event. Fishbein and Ajzen (1975: 321) have stated that beliefs are the building blocks upon which attitudes are formed. The beliefs a person holds are learned through experience, observation and exposure to information. The question remains as to the most effective method of measuring attitudes.

There has been extensive debate over the use of attitudinal scales. However, recently there has been renewed interest in attitudinal phenomena. Seidenberg and Snadowsky (1976: 19) have pointed out that:

In recent years some noticeably more sophisticated work has begun to appear. Attitude measures tailored to a specific behavior are being used, combinations of attitude are often employed and some of the attention has shifted to behavior with less formidable constraint systems than old favourites.

It would appear that the use of such a measure is suitable for survey research.

The research being undertaken by the survey is a measure of teacher attitudes towards French immersion. A questionnaire was developed to identify the major concerns teachers have about the program. The data gathered from the survey will be used to explain why teachers have the attitudes that they have about the program and point out areas where changes can be made to foster understanding of those concerns.

Instrument

The present section describes the instrument or questionnaire used in the study.

Type of Instrument

A questionnaire was developed with two assumptions in mind, firstly, that the knowledge teachers have about French immersion programs influences their attitudes towards the program; and secondly, that personal background and school background may have an influence on the knowledge teachers have about French immersion programs and may also act as predictors of attitudes towards French immersion programs. Therefore, a questionnaire was designed consisting of five sections. Section one dealt with personal characteristics of the respondents. Section two solicited information on the school environment. Section three focused on the knowledge of teachers about French immersion and section four measured

teacher's attitudes towards French immersion programs. Section five was a subjective response.

Sections one and two of the questionnaire followed the usual procedures for collecting personal data. Section three collected information by means of a true-false answering technique. Such a scale was considered to be a reliable method of ascertaining the information an individual may have about any given topic. This true-false technique was used because of its wide use and familiarity to teachers. The items, while requiring care in formulating and organizing, were not difficult to construct or interpret. This section served as an index of teacher's knowledge about French immersion programs.

Section four of the instrument utilized a Likert format wherein a number of statements were given and respondents were asked to circle the response out of six which best described their reaction to each particular statement. The six responses provided were: not applicable, strongly agree, agree, neutral, disagree, strongly disagree. An arithmetic value ranging from zero to five was assigned each of these responses respectively in the following manner.

- | | |
|---|-------------------|
| 0 | Not Applicable |
| 1 | Strongly Agree |
| 2 | Agree |
| 3 | Neutral |
| 4 | Disagree |
| 5 | Strongly Disagree |

Such a scale was considered to be quite reliable, when properly designed for establishing a ranking of people with

regard to a particular attitude or attitude complex (Miller, 1977: 89).

The Likert technique was adopted because it has been widely used and is familiar to most teachers. The items again required care in formulating and organizing but were not considered difficult to construct, administer or interpret.

Description of the Instrument

The questionnaire was set up to provide detailed background information from the respondents, thus allowing for analysis by sex, age, degree, teaching experience, years in a particular school, administrative position, major field of university study, teacher of French, second language learning, mother tongue, French acquaintances, speaker of French, listener to French broadcasts, junior staff member, willingness to retrain.

The questionnaire was also set up to provide detailed school information from respondents, thus allowing for analysis by school board affiliation, grades taught, students in school, grades in school, teachers in school, number of French teachers in school, French immersion in district, layoffs due to immersion, French immersion inserviced, grade level basic French begins in district and in school, increase in number of students taking French in last five years.

The number of studies available on teacher attitudes towards French immersion programs was limited. This study,

being one of the first of its kind, used information from surveys, such as Nagy (1986) and the P.E.I. Teachers' Federation (1979). These studies suggested that many of the factors included in background information and school information could impact upon teachers' attitudes towards French immersion programs. It was therefore considered important to use these factors in the questionnaire. In addition, items were included which were thought to be of considerable importance for the Province of Newfoundland and Labrador, such as denominational affiliation and school size. This aspect encompassed sections one and two of the questionnaire.

The third section was made up of 20 statements. Each statement contained some basic information about French immersion programs. These statements were either true or false. The statements themselves were obtained from current literature related to the topic, and also from conversations with persons directly involved with French programs in the Province. These items were then treated additively to give each respondent a composite score which would in turn indicate the extent of knowledge each respondent had about French immersion programs. The aim here was to ascertain how informed teachers in the survey were about French immersion programs.

The fourth section was comprised of 29 statements. Each statement expressed a view concerning some aspect of the

French immersion and/or core French program. Although the focus of this study was the French immersion program, this researcher included as necessary context statements regarding some aspect of the general French program. In this case, one would rely on inference, in some cases from an individual reporting of the attitudes of others and in other cases from the individuals stated beliefs (Nagy, 1986: 7). These statements were drawn from current literature related to the topic and also from similar surveys conducted elsewhere in the country. These items required analysis separately but comparisons within the section were also made.

The fifth section provided an opportunity for respondents to offer comments relevant to the topic which they felt were not covered in the survey. An attempt was made to solicit from the teachers any major concerns they may have had personally about the topic. Again, most of these comments were assessed separately but comparisons were made within the section.

A copy of the questionnaire may be found in Appendix B.

Pre-testing of the Questionnaire

In preparing the instrument for this study, the available literature related to attitudes towards French immersion was reviewed and appropriate items were constructed as described above.

The initial group of 71 items was submitted to three university professors, a group of teachers doing graduate work, and student teachers at Memorial University of Newfoundland for consideration and reaction. Their responses led to several deletions, additions, modifications and organizational changes to the questionnaire. Further refinement resulted in other deletions and alterations. The questionnaire was then submitted a second time to the group indicated above as well as to the ethics committee of the Faculty of Education. No further changes were deemed necessary.

Population and Sample

A random sample list of 250 names was used in the survey. This list was computer generated at the Division of Evaluation and Research of the Department of Education. The quantity of names, 250, was judged by the author's advisory committee as an acceptable number for the study. This number was considered to be an appropriate random sample of the teachers in Newfoundland and Labrador.

Procedure

Prior to the distribution of the questionnaire, the author wrote a letter to all district superintendents within the Province informing them of the study and requested approval to survey teachers within their respective districts. None of the superintendents responded negatively to the request.

In late November, 1987, the questionnaires were mailed out to teachers. Included with the questionnaire was a covering letter and an addressed postage-paid return envelope. Each questionnaire was coded to enable the researcher to identify teachers who had not responded. In January of 1988, teachers who had not responded to the questionnaire were contacted by telephone and reminded to return it. Out of the 250 questionnaires mailed, 203 responses were received, a response rate of 81.2 percent.

Analysis of Data

The collected data were thoroughly analyzed using three types of analyses. Firstly, a detailed descriptive analysis was done. Secondly, one-way analyses of variance were performed. Thirdly, multiple regression analyses were undertaken.

Descriptive Analysis

The descriptive analysis gave the frequency of responses to all questions in the instrument. This analysis also established a profile of the respondent, answering the questionnaire.

One-Way Analysis of Variance

Several one-way analyses of variance were performed using school background and personal characteristics as the independent variables. The dependent variables were the views towards French immersion programs found in section four of the questionnaire. The SPSS:X estimate ONEWAY was used for this purpose. This program outputs a standard analysis of variance summary table showing sums of squares, degrees of freedom, mean squares, F-ratio and the significance level of the obtained F. The hypotheses formulated in each case were that there would be no statistically significant relationship between the selected dependent variables and the respondents' school background, personal characteristics and views towards French immersion programs.

Multiple Regression

The data were also analyzed by the method of multiple regression. This procedure uses the principles of correlation and regression to help "explain" or account for the variance of a dependent variable by estimating the contributions of two

or more independent variables to this variance (Kerlinger and Pedhazur, 1973: 4). Multiple regression analyses were used to estimate the relative magnitude of the effect parameters; that is, to estimate the order of importance of each of the independent variables in each equation. It seemed that three areas could be identified as important in determining a measure of teacher's perceptions of French immersion programs. These three areas were:

1. Teacher's general knowledge about the French immersion program, entitled KNOWLEDGE;
2. The attitudes of teachers towards French immersion programs in general, entitled ATTITUDE (ATT1); and
3. Attitudes of teachers towards the resources for French immersion, entitled RESOURCES (RESORS).

This researcher felt it was worthwhile to extend the statistical analysis a step further to ascertain if there was a significant relationship between:

1. respondent's attitudes towards the allocation of resources for French immersion and their general attitude towards French immersion; and
2. respondent's elitist attitudes and their general attitude towards French immersion.

A factor analysis was performed on all 29 variables in Part IV of the questionnaire as a preliminary step in constructing the variables outlined above.

Identification of Latent Variables

KNOWLEDGE. An attempt was made to construct a variable entitled KNOWLEDGE. A factor analysis was performed on 14 variables selected from Part III of the questionnaire. However, none of the variables had factor loadings high enough (> 0.5) to justify constructing the variable. The reliability of the variable would have been unacceptably low. Therefore, this aspect of the statistical measurement was dropped.

ATTITUDE (ATT1). Fifteen variables, which included nine variables from the preliminary analysis and six variables selected from Part III of the questionnaire, were used in an exploratory factor analysis in an attempt to compose the latent variable ATTITUDE (ATT1). Following two preliminary and exploratory factor analyses, eight variables emerged, each one having a factor loading greater than 0.5. The correlation, factor loadings, eigen values and communalities of the eight variables are shown in Table 3.1. The alpha coefficient of reliability was 0.8427.

This analysis also gave indications of a second factor emerging which could be identified as ELITISM (ELITSM).

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Table 3.1

Correlations, Means and Standard Deviations of the Indicators
of the Attitude Toward French Immersion (ATTI)

Indicator	BFENPT	FRNENR	LSSTENR	PIFPLA	SOCDEV	FRNOST	DEEPEN	CHNCTR
BFENPT	1.0000							
FRNENR	.5576	1.0000						
LSSTENR	.2285	.2473	1.0000					
PIFPLA	.5425	.4878	.2278	1.0000				
SOCDEV	.3954	.2889	.2267	.4715	1.0000			
FRNOST	.2726	.1882	.2738	.5472	.3220	1.0000		
DEEPEN	.2928	.2082	.2737	.4271	.3289	.3482	1.0000	
CHNCTR	.2631	.1640	.2958	.4822	.2627	.2676	.2944	1.0000
Mean	2.6603	2.8224	3.3028	3.2592	4.2698	4.6798	2.3302	
S.D.	1.2228	1.2281	1.2225	1.2426	1.0042	1.2489	1.0222	1.2283
Number of Cases	201	201	201	199	199	199	201	201

Table 3.2 (cont'd)

Communality Factors for Variables
Identified in ATTITUDE (ATTI)

Variable Code	Item	Factor Loadings	Eigenvalues	Communality
BFENPT	Basic French More Important French Immersion	.6016	5.7848	.4484
FRNENR	French Immersion Taking Money	.7762	.3497	.6042
LSSTENR	French Immersion Students Losing Identity	.5793	.6937	.3340
PIFPLA	French Immersion in Frill	.8227	.1649	.6817
SOCDEV	French Immersion Advance Affects Social Development	.6282	.6208	.3942
FRNOST	English Program Not Suffer One French Immersion	.6075	.5795	.4089
DEEPEN	French Immersion Depends Understanding	.4234	.4346	.2831
CHNCTR	Too Much Concern With French	.4814	.2875	.4041

ELITISM (ELITSM). A further factor analysis was performed on the four variables that had emerged in the ATTITUDE (ATT1) analysis, as indicated previously, along with six variables selected from Part IV of the questionnaire, in an attempt to compose a variable called ELITISM (ELITSM). Four variables with factor loadings greater than 0.5 were identified. The correlation, factor loadings, eigen values and communalities of the four variables are shown in Table 3.2. The alpha coefficient of reliability was 0.6406. The variable could be looked upon as being a fourth important area in determining a measure of teacher perceptions of French immersion programs. The variable would become to a certain extent a measure of respondent's elitist views.

RESOURCES (RESORS). From the initial factor analysis performed on all 29 variables, eight other variables which loaded high were identified for use in a factor analysis in an attempt to compose the variable RESOURCES (RESORS).

The correlation for the eight variables is shown in Table 3.3, along with the factor loadings, eigen values and communalities. While the variable PARRITE (parent's rights regarding the education of their children) had a factor loading less than 0.5, it should be noted that a factor analysis was run excluding this variable but the alpha coefficient was lower. Therefore, the variable PARRITE was retained. The alpha coefficient of all eight variables was 0.8215.

Table 3.2

Correlations, Means and Standard Deviations of the Indicators
of Elitist Attitudes (ELITISM)

Indicator	FIELAT	FIBACH	FIDUCG	FIRSE
FIELAT	1.00000			
FIBACH	.7704	1.00000		
FIDUCG	.25175	.31311	1.00000	
FIRSE	.76717	.35678	.31945	1.00000
Mean	1.45940	1.61856	1.86214	1.34218
S.D.	.49341	.47602	.32945	.47947
Number of Cases	136	154	136	201

Table 3.3 (cont'd)

Communality Factors for Variables
Identified in ELITISM (ELITISM)

Variable Code	Item	Factor Loadings	Eigenvalue	Communality
FIELAT	French Immersion Developing an Elite	.74094	1.89961	.54106
FIBACH	French Immersion for High Achievers	.71288	.83490	.51296
FIDUCG	French Immersion Children Must Be Outgoing	.56863	.64104	.39213
FIRSE	French Immersion Children High Socio-Economic	.71867	.62844	.51290

Table 1.1

Correlations, Means and Standard Deviations of the Indicators of the Attitude Towards Resources (RESURS)

Indicator	RESURAT	RESURPP	RESURPC	RESURST	RESURAS	RESURTE	RESURTS	RESURSC
RESURAT	1.0000							
RESURPP	.4871	1.0000						
RESURPC	.2718	.5824	1.0000					
RESURST	.4114	.4383	.5318	1.0000				
RESURAS	.3974	.3894	.2917	.5636	1.0000			
RESURTE	.2488	.3896	.3318	.2259	.3743	1.0000		
RESURTS	.2952	.2954	.3752	.2843	.3487	.2259	1.0000	
RESURSC	.3425	.3424	.3274	.4648	.4443	.2672	.3619	1.0000
Mean	1.8464	2.0871	1.8758	1.8575	2.0880	1.7247	2.2574	1.9785
S.D.	1.0594	1.0736	.8431	.8477	.7471	.7848	1.0645	.8459
Number of Cases	281	282	288	281	285	189	282	281

Table 1.2 (cont'd)

Community Factors for Variables Identified in RESURSC (RESURSC)

Variable Code	Item	Factor Loadings	Eigenvalue	Communality
RESURAT	Department Education Retrain Teachers French Domination	.6486	1.4049	.4217
RESURPP	Teacher Training Opportunities	.4757	.9245	.2286
RESURPC	SEA Provide Information on French Domination	.4701	.8181	.4484
RESURST	Grant Assistance for French Domination	.7763	.7729	.6015
RESURAS	Wade Assessment Identify Teachers	.4929	.7129	.4822
RESURTE	Parent's Right to Make Decisions	.4985	.6875	.2496
RESURTS	Remedial for French Domination	.5718	.4557	.3246
RESURSC	SEA Develop New French Domination Programs	.4490	.3284	.2027

Reliability of Latent Variables

A formula for reliability, outlined in Nunnally (1967: 193), may be used to check the reliability of the latent variables. The latent variable ELITISM (ELITSM) is used as an example.

$$\begin{aligned}
 r_{kk} &= \frac{k\bar{r}_{ij}}{1 + (k-1)\bar{r}_{ij}} \\
 &= \frac{4 \times .2951}{1 + (3) \times .2951} \\
 &= \frac{1.1805}{1 + (.8853)} \\
 &= \frac{1.1805}{1.8853} \\
 &= \sqrt{0.626}
 \end{aligned}$$

Key: k = number of cases

\bar{r} = average correlation

r_{kk} = reliability - (this number matches the alpha coefficient of reliability)

Identification of Independent Variables

The choice of a set of weights in a regression analysis is designed to yield the highest possible correlation between the independent variables and the dependent variable (Kerlinger/Pedhazér: 282). These researchers go on to say that the degree of the overestimation of R is affected, among other things, by the ratio of the number of independent variables to the size of the sample. Some authors recommend that the ratio of the independent variables to sample size be at least 30 subjects per independent variable (Borg & Gall, 1983: 257). This is a rule of thumb that does not satisfy certain researchers who say that samples should have at least 400 subjects. Other researchers, notably Nunnally (1967: 260), argue for a smaller number. Nunnally states that a good rule of thumb is that there should be at least 10 times as many subjects as variables or items. In some cases he feels this rule may be impractical if there are more than 70 items. In any case, five subjects per item should be considered the minimum that can be tolerated.

This researcher has attempted to maintain a balance between both schools of thought being sensitive to the problem that if there are too many variables given the number of cases, an inflated estimate may result due to sampling fluctuation. Because of this problem, an effort was made to keep the number of variables to a minimum. In the initial analysis 20 variables were used, as indicated in Table 3.4.

However, five variables were found not to work well in the data and were dropped from further consideration, namely Math Major (MATH), Age (AGE), Administrative Position (ADMIN), Teaching French now (TCHNOW), French Acquaintances (FRAQNC). It is important also to point out that because the equation included a number of dummy variables, a set of dummy variables could not be dropped. This was due to the fact that if one of the dummy variables in a series turned out to be significant, the remainder of the series must be kept. It should be noted, however, that the coefficients for the dummy variables in social studies/history, French, science and "other" were, with reference to the mathematics, (Math) and English, ATTITUDE (ATT1) relationship, constrained to 0 (i.e. = 0). The same was true for the Math and English, RESOURCES (RESORS) relationship. Therefore the Math and English variables were not included in the final analysis.

To summarize, 15 independent variables, having to do with the personal attributes and school background of the respondents, were taken from Parts I and II of the questionnaire. These variables were used to determine what effects they had on the three latent variables, Attitude (ATT1), Resources (RESORS) and Elitism (ELITSM).

The level of significance for all testing was set at the .05 level. This alpha level was chosen because the study was concerned with finding differences that existed and identifying factors contributing towards teachers' attitudes towards French immersion.

For efficiency in reporting results, the mnemonics for each item of the questionnaire are used in the following chapters. The key to the mnemonics may be found in the questionnaire given in Appendix B.

The detailed descriptive analysis of the questionnaire the reporting of the results of the one-way analysis of variance and the multiple regression may be found in Chapter IV. A discussion of the findings, recommendations, and recommendations for further study are given in Chapter V.

CHAPTER IV

ANALYSIS OF THE DATA

Descriptive Analysis of the Questionnaire

Introduction

A questionnaire entitled Teacher Survey on French Immersion Programs was designed for distribution in November, 1987. The names of 250 teachers in Newfoundland and Labrador were obtained from a computer generated random sample list procured from the Division of Evaluation and Research, Department of Education. Of the 250 questionnaires mailed, 203 were returned, a response rate of 81.2 percent.

The purpose of the questionnaire was to determine how teachers in Newfoundland and Labrador felt toward the implementation of French immersion programs in the Province. The questionnaire was designed to look at the general background information of the respondents and also their school background. It was felt that the attitude teachers had toward the French immersion program could be contingent upon this information.

The general background information included data on sex, age, years of experience, administrative and educational background, study of a second language and exposure to a second language.

The school background information included data on denominational affiliation, size of schools, basic French

instruction, availability of French immersion instruction, layoffs due to the implementation of French immersion, numbers of students enrolled in French programs, numbers of teachers of French, and the respondents' willingness to retrain to teach French or French immersion programs.

A discussion of the results of the survey follows.

The Sample

The frequencies for all the sample variables described in this section of the study are reported in Appendix E.

Sex

Out of the 203 respondents 47.8 percent (97) were male, while 52.2 percent (106) were female. These numbers correspond to the provincial figures for 1987-88 showing 47.6 percent of the teachers in the Province as being male and 52.4 percent as being female (Education Statistics, March, 1988).

Age

Seventy-eight percent (160) of the respondents were below the age of 44 years. Forty-six percent (94) were in the 35-44 age bracket. These numbers are consistent with provincial figures where 81.4 percent (6526) of the teachers in the Province in 1987-88 were below the age of 44 years. Forty-eight percent (3853) were between the ages of 35-44 years (Education Statistics, March, 1988).

Experience

Seventy-six percent (154) of the respondents had 10 or more years of teaching experience. Sixty-two percent (125) had been teaching between 10 - 24 years. These numbers match provincial figures. Nearly three-quarters of the teaching force in the Province have more than 10 years teaching experience, and 61 percent of teachers have been teaching 10 - 24 years (Department of Education, June, 1988).

However, 51.7 percent (105) of the respondents indicated they had not stayed in the same school longer than 9 years. This result would seem to indicate that half of the respondents had moved at least once since beginning their teaching careers.

Administrative Background

Eighty-three percent (169) of the respondents indicated they had no administrative position. Of the 34 respondents who indicated they were administrators, 12.3 percent (25) of the total stated they were either principals or vice-principals.

Junior Staff

Sixteen percent (33) of the respondents indicated that they were the last member on staff to be hired.

Educational Background

Ninety percent (182) of the respondents had obtained a university degree, while 10.3 percent (21) of respondents had no degree. These numbers are close to provincial figures. Eighty-five percent of teachers in the Province have obtained a university degree while 15 percent have no degree (Education Statistics, March, 1988).

Degree. A wide range of degree backgrounds was represented. Forty-three percent (87) of the respondents had obtained a B.A., 37.4 percent (76) of respondents had a B.A.(Ed.) degree, elementary. Thirty-three percent (68) of respondents held a B.Ed. (high school) degree.

Major Subject. Of the 203 respondents, 30.5 percent (62) indicated that English was their major area of concentration. The next largest group, 21.2 percent (43), gave social studies/history as their major area of concentration. Five percent (12) of respondents indicated that French was their major area of concentration. This figure generally corresponds with the provincial average where three percent of all full time teachers in the Province have a major area of concentration in French (Department of Education, June, 1988).

Study of Second Language

French. Fifty-eight percent (118) of the respondents indicated that they had learned a second language. Seventy-one percent (84) of those respondents indicated that French

was the second language learned. The length of time spent studying French as a second language ranged from two years at the elementary or high school levels to five years at the university level. The language was studied in the majority of cases at Memorial University of Newfoundland while Quebec and St. Pierre were indicated as being the most frequently selected areas for experiencing the cultural aspects of the language.

Other. Out of the 118 respondents who stated they had learned a second language, forty-five percent (53) of them indicated they had learned another language either along with, or other than French. These languages included Latin, German, Portuguese, Innu, Inuktitut, Gaelic, Dutch, Visazén, Spanish and English.

Value of Second Language. Out of the 118 respondents who had indicated that they had learned a second language, seventy-nine percent (93) of them stated that the learning of languages other than one's own was a valuable experience.

One notable exception was Latin. While Latin was considered worthwhile in the sense of aiding one's understanding of the grammatical structure of English, the majority of respondents who had studied Latin as a second language indicated it was not worthwhile in the long run because of their inability to use the language today.

Exposure to Second Language. Ninety-eight percent (198) of the respondents were mother-tongue English. Less than two percent (3) of respondents were mother-tongue French. One respondent was Innu.

Eighty-four percent (170) of respondents indicated they seldom or never spoke French. Sixteen percent (32) indicated that they spoke French regularly. Seventy-seven percent (156) stated they did not attend French entertainment or listen to French broadcasts. However, 54.7 percent (111) of respondents indicated they had friends or acquaintances who were French.

School Information

Denominational Representation

The three major school boards were represented in the sample. Fifty-five percent (112) of the respondents were from Integrated School Boards; 40 percent (82) of the respondents were from Roman Catholic School Boards, and four percent (8) represented the Pentecostal Assemblies. The random sample list did not include teacher's names from the Seventh Day Adventist denomination. One respondent indicated no religious affiliation.

This sample is representative of the provincial figures. Fifty-seven percent (4575) of the Provinces' teachers are employed with Integrated school boards; thirty-eight percent of the provincial teacher work force are employed with the Roman Catholic school boards and five percent of teachers are employed with the Pentecostal Assemblies. Less than one percent of teachers in the Province are employed with the Seventh Day Adventist School Board (Department of Education, June, 1988).

School Size

A wide variety of school sizes was represented in the survey. Schools ranged in student population from 17 students to 1100 students. The number of grades within a school ranged from two grades to 13 grades. The number of teachers within a school ranged from one teacher to 65 teachers.

Grade Levels

Because of the crossover of primary teachers into the elementary grades, elementary teachers into the junior high school grades, and junior high teachers into the high school grades, it was not possible to classify all teachers as being specifically primary, elementary, junior high or high school teachers. However, 63 respondents indicated they taught in the primary grades, 74 respondents in the elementary grades, 74 respondents in junior high and 66 respondents in the high school grades. While the total of these numbers is greater than 203, the numbers themselves indicate a fairly even distribution of respondents from each category of teacher.

Teachers of French

Fifty-two percent (100) of respondents indicated that they taught in schools where there was no teacher who taught mainly French. In other schools, regular classroom teachers taught French. This number ranged from one to ten teachers. In other schools no French was being taught.

Basic French Instruction

School. Forty-six percent (94) of the respondents indicated that basic French began in their schools at the grade 4 level. Eleven percent (23) of the respondents stated instruction in French began in kindergarten.

While the majority of respondents, 58 percent, taught in schools where basic French began in either grade 4 or kindergarten, 13 percent (27) of the respondents taught in schools where French instruction did not start until grade 7.

It is interesting to note that all other grade levels were indicated as starting points for basic French from grade 1 up to and including level I.

District. Fifty-four percent (110) of the respondents indicated that basic French began in their district at the grade 4 level. Eighteen percent (36) stated that it began in kindergarten. Four percent (7) stated it began in grade 7.

While districts have a more homogeneous policy with regard to beginning French instruction, it would appear that considerable variation exists in schools within a district.

French Immersion

Forty-nine percent (100) of the respondents stated that French immersion was offered in their school districts. This figure corresponds to the provincial figure for 1986-87 where 55 percent (4431) of teachers in the Province are employed with school boards which have implemented a French immersion program (Netten, May, 1988). Three percent of the respondents

Indicated they did not know if French immersion was offered in their school district.

Of the 100 respondents who stated that French immersion was offered in their district, 28 percent stated that there had been layoffs during the implementation of the program. When asked if the French immersion program had been inserviced and explained to all teachers in districts where the program had been implemented, 80.4 percent indicated that it had not.

Students Taking French

Forty-three percent of the respondents stated that there had not been an increase in the number of students taking basic French in their schools within the last five years.

However, 55 percent said they did not know if there had been an increase in the number of students taking French in their districts.

Teachers of French

Eighty-five percent (172) of respondents indicated they were not teachers of French. Of that number, more than half, 53 percent (108) said they would not consider teaching French if asked.

Sixty-six percent (133) of teachers surveyed had never been asked to teach French.

Willingness to Retrain

When questioned on their willingness to retrain to teach basic French or French immersion, nearly one-half of the respondents, 49 percent (99) stated they would be willing to retrain. Forty-five percent (91) indicated they would not.

Summary

Results indicated that the sample of teachers is representative of the teacher population in the Province. The responses should, therefore, be indicative of the views of teachers in Newfoundland and Labrador towards French immersion programs in the Province. The only opinions not represented would be the opinions of teachers from the Seventh Day Adventist School Board, if indeed their opinions would be different from the opinions of those teachers represented in the survey.

The findings from Parts I and II of the questionnaire seemed to suggest that:

1. There is a wide variety of grade levels at which instruction in French begins in the schools of the Province. There is also considerable variation in the type of qualifications for, and number of teachers, teaching French.
2. Many teachers have studied French at some time, and most appear to believe that the learning of a second language is a valuable experience.

3. Most teachers (98%) are anglophones and seldom, or never, speak French. About half of the respondents, however, indicated that they had friends or acquaintances who were French.
4. Teachers do not appear to be overly concerned about the status of French immersion and basic French instruction in the schools. Over one-half of the respondents did not know whether French enrollment in the district had increased or not in the past five years. Three percent did not know if French immersion was offered in their district.
5. Many teachers do not feel they are well-informed about the French immersion program in their district. This lack of understanding may be shrouding teacher's apparent lack of concern outlined in number four.
6. About fifty percent of the respondents indicated that they would consider retraining. However, about fifty percent of respondents said they would not teach French if asked.

Knowledge of the Program

Part III of the questionnaire contained 20 statements concerning key aspects of the French immersion programs in the Province. Statements 2, 4, 6, 8, 9, 10 and 16 were true, while statements 1, 3, 5, 7, 11, 12, 13, 14, 15, 17, 18, 19 and 20 were not true. Respondents were asked to indicate

whether they thought the statements were true or false based upon their knowledge of the program. An overview of respondents' answers is found in Table 4.1.

Out of the 20 items, 32 percent of the respondents gave appropriate answers to 10 items or less. The majority of respondents, 65 percent, gave appropriate responses to between 10 and 15 of the items. However, less than three percent of the respondents answered 16 or more items appropriately. The findings seemed to suggest that most teachers have some knowledge about the French immersion program.

Respondents seemed to be relatively well-informed on seven items, numbers 3, 5, 6, 7, 8, 15 and 19, to which three-quarters or more of the respondents gave appropriate responses. These items could be regarded as general information items. Such items included, for example, whether or not French immersion can be located in larger centres and whether or not only native francophones can teach French immersion programs.

There were six items to which from one-half to three-quarters of the teachers had correct responses. These items were numbers 4, 10, 11, 14, 17 and 20, and had to do with the pedagogical aspects of the program. Such items included, for example, whether or not French immersion is only for the high achiever and if students in French immersion have more problems in reading English than do English stream students.

The items on which teachers were least well-informed were numbers 1, 2, 9, 12, 13, 16 and 18. Less than one-half of the

Table 4.1
Summary of Responses to True and False Items (Part III)

Question Number	True or False	Correct Responses	Incorrect Responses	Mean Response	Total Response
1	False	81	111	1.45	202
2	True	76	100	1.57	176
3	False	137	64	1.68	201
4	True	128	73	1.36	201
5	False	187	15	1.93	202
6	True	150	45	1.23	195
7	False	142	60	1.70	202
8	True	152	47	1.24	199
9	True	59	137	1.70	196
10	True	107	91	1.46	198
11	False	120	74	1.62	194
12	False	56	136	1.29	192
13	False	61	123	1.33	184
14	False	110	78	1.59	188
15	False	169	27	1.86	196
16	True	92	102	1.53	194
17	False	103	95	1.52	198
18	False	60	129	1.32	189
19	False	169	27	1.86	196
20	False	102	85	1.55	187

teachers surveyed gave correct responses to these items. These statements had to do with the program as it exists in the Province today, with particular reference to its growth and the need for qualified teachers. Items such as whether or not French immersion is offered only in urban regions of the Province and if, by the year 1992, approximately 200 teachers will be employed in teaching the program, were examples of the types of statements made.

These findings would seem to suggest that there is a considerable lack of information surrounding the French immersion programs in the Province. Nearly one-third of the teachers surveyed have little knowledge about some of the basic facts concerning French immersion, but many more, over half the teachers surveyed, are not aware of the extent of its growth in Newfoundland and Labrador.

In some cases the high positive/negative response rate may indicate that some teachers are not really aware of the problems or difficulties associated with the actual implementation of French immersion.

A detailed analysis of the respondents' answers is to be found in Appendix C.

Views Toward the Program

Objective Response

Part IV of the survey was entitled "views". It consisted of 29 statements regarding various aspects of French programs in the Province of Newfoundland and Labrador. Through the

use of a five point Likert scale, respondents were asked to react to each statement. The scale ranged from strongly agree to strongly disagree.

An analysis of the frequencies of the responses for each statement is given in Table 4.2. A detailed discussion of the results is found in Appendix C.

The views of the teachers appeared to give general support to French programs and their expansion in the Province. Their views may be summarized as follows:

1. All students should have exposure to French and an opportunity to become bilingual;
2. French is an important part of the curriculum. Basic French instruction should begin in the primary grades and be given more emphasis in the elementary grades. French immersion programs should be expanded to the rural areas and subjects taught in French should be made available to high school students;
3. The major agencies should become more involved with
 - French planning:
 - (a) Department of Education: the Government should provide funding for training and retraining opportunities for unilingual English teachers. It should offer more advice in the areas of curriculum planning for French immersion programs. Units should be allocated for remedial help for French immersion students.

Table 4.2
Percentage of Responses to Items (Part IV)

Item* Code	Item	I Agree	I Neutral	I Disagree	Mean Response
1. WOCM	French Immersion Normal Curriculum	38.4	14.1	44.6	3.00
2. FIDM	French Immersion Option	77.4	10.8	11.0	1.84
3. HUXEP	French Immersion Rural Expansion	64.7	19.4	15.5	2.26
4. RETRAUT	Dept. Education Retrain Teachers French Immersion	78.8	9.4	11.1	1.90
5. NEGOC	French Immersion Negative Social Effects	28.1	28.1	39.7	2.99
6. YETROP	Teacher Training Opportunities	72.8	14.9	12.4	2.09
7. PARITE	Parent's Right to Make Decisions	87.9	8.0	4.0	1.73
8. COLINT	French Integral Part Curriculum	65.7	10.4	22.4	2.38
9. EYTHA	Adverse Effects Staff Morale	43.5	23.5	32.0	2.37
10. FRATCO	Policy-First Come	28.3	10.6	40.6	3.42
11. BFINPT	Basic French More Important F.I.	45.8	21.4	30.0	2.64
12. FIDOME	French Immersion Taking Money	39.4	27.6	32.5	2.80
13. BVELDN	Basic French Elementary	74.6	14.4	6.5	2.02
14. LORIDEN	French Immersion Students Lose Identity	7.8	14.3	75.4	3.90
15. DEEPO	French Immersion Deepens Understanding	47.8	17.3	33.8	2.39
16. CHYOM	French Immersion Children Better Jobs	73.8	13.9	12.4	2.12
17. KENFI	Remedial for French Immersion	49.3	20.8	32.4	2.84
18. FIFILL	French Immersion is Trill	27.7	24.1	47.3	3.17
19. BTAINFO	WPA provide Information on French Immersion	88.5	9.5	1.5	1.84
20. BRDASST	Board Assistance for French Immersion	85.1	9.0	4.0	1.85
21. HUXPROG	HUN Develop New French Immersion Programs	74.6	19.9	3.5	1.95
22. SOCDEV	French Immersion Effects Social Development	24.6	28.6	44.2	3.22
23. HEDAS	Needs Assessment Identify Teachers	74.5	23.5	2.0	2.08
24. FROST	English Program Not Suffer Due French Immersion	44.8	24.4	28.6	2.72
25. LAMCON	High School Program for Student's Competency	74.3	14.7	4.0	1.98
26. BFFRIN	Basic French in Primary	94.0	3.0	2.5	1.54
27. CONCER	Too Much Concern French	23.4	19.9	54.2	2.39
28. PRESSR	Too Much Pressure on Teachers	34.2	27.1	37.2	2.93
29. DEPTED	Dept. Education Advice French Immersion	78.7	21.7	1.8	1.99

* Key for the abbreviations used may be found in Appendix B.

Note: In some cases totals do not add up to 100.0 due to missing value (cases).

- (b) Memorial University: as part of teacher-training programs, more emphasis should be placed on the provision of opportunities for students to become fluent in French, regardless of subject area major. New programs should be developed at the teacher-training level with this idea in mind.
- (c) School boards: school boards should devise a needs assessment format to identify teachers interested in retraining to teach French and provide financial incentives for them to do so.
- (d) Newfoundland Teachers' Association: the N.T.A. should provide information on French immersion through contact with teachers and professional development activities.

- 4. French immersion is not a threat to an anglophone child's identity. The French immersion program provides students with better job opportunities, and is a good way of fostering understanding between the French and English cultures.

It would appear that teachers express a degree of uncertainty regarding issues having to do with the implementation of the French immersion program within a school. Teachers expressed concerns about:

- 1. the social interaction of students enrolled in French immersion and those students enrolled in basic French within the same school and its effect on their social development;

2. the morale of teachers within a school where French immersion has been implemented; and
3. the effects ~~the~~ implementation of French immersion within a school may have on the overall school program.

Teachers were undecided as to whether basic French should be considered "more important" than French immersion, whether there is too much pressure being placed on unilingual English teachers to become fluent and whether, overall, there is too much concern with French at this time.

Teachers did agree that:

1. Too much money is being spent on French immersion;
2. The admittance policy for French immersion is not a suitable one.

In general, teachers seem to be supportive of improving and expanding French programs from the point of view of the student. They also seem to feel that young candidates preparing to become teachers should be encouraged to develop fluency in French. However, when they expressed their views on the actual implementation of French programs within schools, they became much more negative in their outlook.

Subjective Response

In Part V of the questionnaire, respondents were asked to offer any comments they felt were relevant to the topic. Sixty-eight respondents offered their views. The responses ranged from qualified support of the program to unqualified

condemnation. The majority of responses (46) were negative in tone. A summary of the responses follows.

Those respondents expressing positive views suggested that:

1. a program such as French immersion would benefit young adults entering the work force;
2. teachers should be willing to change to meet the needs of society, in this case, the need being French immersion programs.

Those respondents expressing negative views made the following types of comments.

1. French immersion programs may cause job displacement for the unilingual English teacher;
2. too much federal money is being used to fund the French immersion program while other programs are perceived as being neglected;
3. French immersion is a fad which is serving only to add to the workload of teachers.
4. discrepancy in class size exists between French immersion classrooms and regular English stream classrooms;
5. the present political climate in Canada does not treat both languages equally, French is being given preference.

While respondents appear to be generally supportive of the study of French through French immersion, the actual implementation of the program seems to cause some disruption which appears to be responsible for an undercurrent of dissatisfaction. Many issues such as class size, the political climate of the country and the apparent displacement of teachers cause respondents to perceive the program negatively.

One-Way Analysis of Variance

Introduction

All variables in Part I of the questionnaire entitled "background information" and Part II of the questionnaire entitled "school information" were crosstabulated against all variables in Part IV of the questionnaire entitled "views". This crosstabulation was carried out because it was felt that differences in opinion about or attitudes towards French immersion might be related to school experience or personal background. A one-way analysis of variance was performed treating each of the variables in Parts I and II as independent. The dependent variables were all those variables in Part IV of the questionnaire. The SPSS:X subprogram ONEWAY was used for this purpose. The level of significance for all testing was set at .05. As was indicated in Chapter 3 of this

thesis, the items in Part III of the questionnaire entitled "knowledge" were treated additively and each respondent received a composite score. The "knowledge" composite could be treated as a dependent variable; however, its low reliability could not justify its use.

A summary of the major points identified will be outlined below. A more detailed presentation of the significant crosstabulations may be found in Appendix C.

School Information

Various aspects of school information with regard to items such as size of school and the teaching of French within the school were crosstabulated with views in this portion of the analysis. There were 14 independent variables. Specifically they were:

1. School board affiliation	SCBAFF
2. Grades in which respondent taught	GRDTCH
3. Number of students in the school	STUSCH
4. Number of grades in the school	GRDSCH
5. Number of teachers in the school	TCHSCH
6. Number of teachers teaching only French	ONLYFR
7. Number of teachers teaching at least one class of French	TCHONE
8. French immersion in respondent's district	DISTFI
9. Layoffs due to the implementation of French immersion	LAYOFF
10. If the French immersion program was inserviced to all teachers in district	FIINS
11. Grade level at which basic French began in respondent's school	SCHOBF
12. Grade level at which basic French began in respondent's district	DISTBF
13. If there was an increase in the last five years in the number of students taking French in respondent's school	INCRSC
14. If there was an increase in the last five years, in the number of students taking French in respondent's district	INCRDIS

Tables 4.3 to 4.8 report the results of the one-way analyses of variance. Some differences of opinion were identified.

There were no significant differences in teachers' views towards French programs and French immersion based on their school experience as defined by the fourteen variables.

In general, there appeared to be a considerable measure of agreement amongst teachers with respect to their views on French immersion when crosstabulated with school information. Factors such as the size of school and whether French immersion had been implemented in their districts did not cause any major differences of opinion. The perception of whether layoffs had occurred in the district because of French immersion programs and whether French immersion had been appropriately inserviced did not seem to have an appreciable effect on the views of teachers.

There were a few areas where differences in opinions did appear. Teachers from larger schools tended to feel that too much concern was being expressed about French, while those from smaller schools did not. Teachers from areas where French immersion was offered in their district generally agreed that the introduction of French immersion had had adverse effects on staff morale. Teachers at the junior high and high school levels felt the introduction of French immersion would have adverse effects on the social development of the student, and teachers at the primary levels felt the introduction of French immersion would have adverse effects

Table 4.3
Results of Breakdown Analysis of Dependent Variables by TCHSCH

Dependent Variables Code	Item	Source	S.S.	D.F.	Mean Square	F.	Sig.	ETA
TETROPP	Teacher Training Opportunities	Between Within	16.26 216.14	4 197	4.06 1.10	3.70	.006	
REMFI	Remedial For French Immersion Students	Between Within	9.70 194.92	4 197	2.42 .99	2.42	.047	
MUNPROG	MUN Develop New French Immersion Programs	Between Within	7.21 142.30	4 196	1.80 .73	2.48	.045	
CONCFR	Concern for French	Between Within	25.60 280.34	4 196	6.40 1.43	4.48	.002	.289
NOCRM	French Immersion Normal Curriculum	Between Within	24.26 378.00	4 187	6.09 2.02	3.01	.019	.257
LANCOM	High School Program for Student's Competency	Between Within	7.97 126.90	4 193	1.99 .66	3.03	.019	.153

Note: Between = between the groups, Within = within the groups, S.S. = sum of squares, D.F. = degrees of freedom.

Table 4.4
Results of Breakdown Analysis of Dependent Variables by DISTFI

Dependent Variables Code	Item	Source	S.S.	D.F.	Mean Square	F	Sig.
STFMOR	Adverse Effects Staff Morale	Between	20.68	2	10.34	7.55	.001
		Within	365.63	194	1.87		
BFELEM	Basic French Elementary	Between	8.39	2	4.19	4.27	.015
		Within	191.53	195	.98		
CONCFR	Too Much Concern With French	Between	15.84	2	7.92	5.37	.005
		Within	287.43	195	1.47		

Note: Between = between the groups, Within = within the groups, S.S. = sum of squares, D.F. = degrees of freedom

Table 4.5

Results of Breakdown Analysis of Dependent Variables by LAYOFF

Dependent Variables Code	Item	Source	S.S.	D.F.	Mean Square	F	Sig.
STPMOR	Adverse Effects Staff Morale	Between	12.38	2	6.19	5.44	.005
		Within	110.37	97	1.34		
CNJOBS	French Immersion Children Better Jobs	Between	8.33	2	4.16	3.68	.028
		Within	109.78	97	1.13		
PRGNOT	English Program Not Suffer Due French Immersion	Between	9.70	2	4.85	3.63	.030
		Within	129.69	97	1.34		

Note: Between = between the groups, Within = within the groups, S.S. = sum of squares, D.F. = degrees of freedom

Table 4.6
Results of Breakdown Analysis of Dependent Variables by FIINS

Dependent Variables Code	Item	Source	S.S.	D.F.	Mean Square	F.	Sig.
REMFI	Remedial for French Immersion	Between Within	5.18 109.38	1 95	5.18 1.15	4.50	.036
MUNPROG	MUN Develop New French Immersion Programs	Between Within	4.85 75.11	1 95	4.85 .79	6.13	.015
PRGNOT	English Program Not Suffer Due French Immersion	Between Within	6.62 121.21	1 94	6.62 1.29	5.13	.025
BFRIM	Basic French in Primary	Between Within	2.35 53.84	1 95	2.35 .57	4.14	.044

Note: Between = between the groups, within = within the groups, S.S. = sum of squares, D.F. = degrees of freedom

Table 4.7
Results of Breakdown Analysis of Dependent Variables by SCQORF

Dependent Variables Code	Item	Source	S.S.	D.F.	Mean Square	F:	Sig.	ETA
MUNPROG	MUN Develop New French Immersion Programs	Between Within	6.53 125.55	3 180	2.18 .70	3.12	.027	.222
SOCDEV	French Immersion Adverse Effects Social Development	Between Within	12.56 197.84	3 188	4.19 1.05	4.34	.006	.261
NOCRM	French Immersion Normal Curriculum	Between Within	18.96 180.02	3 188	6.32 .96	3.09	.028	.227
TETROPP	Teacher Training Opportunities	Between Within	25.50 182.59	3 181	8.50 1.01	8.43	.000	.350
REMI	Remedial for French Immersion	Between Within	12.86 171.70	3 181	4.29 .95	4.52	.004	.264
BRDASST	Board Assistance French Immersion	Between Within	12.00 126.32	3 180	4.00 .70	5.70	.001	.294
BPFRIM	Basic French in Primary	Between Within	4.06 83.64	3 179	1.35 .47	2.89	.036	.215

Note: Between = between the groups, Within = within the groups, S.S. = sum of squares, D.F. = degrees of freedom

Table 4.8

Results of Breakdown Analysis of Dependent Variables by INCRDIS

Dependent Variables Code	Item	Source	S.S.	D.F.	Mean Square	F.	Sig.
BFIMPT	Basic French More Important Than French Immersion	Between Within	11.93 295.50	2 199	5.96 1.48	4.016	.019
MUNPROG	MUN Develop New French Immersion Programs	Between Within	7.15 142.35	2 197	3.58 .72	4.95	.008

Note: Between = between the groups, Within = within the groups, S.S. = sum of squares, D.F. = degrees of freedom

on the social interaction of French immersion students and regular English pupils.

Background Information

Background information of respondents was cross-tabulated with views in this portion of the analysis. Items such as educational background and exposure to a second language were used. The names of the 17 independent variables were:

1. Sex	SEX
2. Age	AGE
3. University degree	DGREE
4. Teaching experience	TEAEXP
5. Respondent's years in present school	YRPRSCH
6. If respondent was an administrator	ADMIN
7. Major area of concentration at university	MAJOR
8. If respondent was currently teaching French	TCHNOW
9. If respondent had ever been asked to teach French	ASKTFR
10. If respondent would teach French if asked to do so	TCHASK
11. If respondent had learned a second language	LERLAN
12. Mother tongue of respondent	MOTONG
13. If respondent had French friends or acquaintances	FRAQNC
14. If respondent spoke French	SPKFR
15. If respondent attends French entertainment or listens to French broadcasts	ATNFRE
16. If respondent is the junior member on staff	JUNSTF
17. Respondent's willingness to retrain to teach French	RETRAN

Tables 4.9 to 4.14 outline the findings of the one-way analyses of variance. Differences occurred on four of the variables. The background factors which appeared to affect teachers' attitudes towards French immersion were: (1) major area of concentration at university; (2) whether the respondent held an administrative position (that of head of

Table 4.9
Results of Breakdown Analysis of Dependent Variables by TCHNOM

Dependent Variables Code	Item	Source	S.S.	D.F.	Mean Square	F.	Sig.	ETA
NEEDSAS	Needs Assessment Identify Teachers	Between Within	2.77 109.95	1 196	2.77 .55	4.98	.027	.157
LANCOM	High School Program for Student's Competency	Between Within	4.97 129.91	1 196	4.97 .66	7.49*	.007	.192
CONCFR	Too Much Concern With French	Between Within	9.54 296.41	1 199	9.54 1.49	6.41	.012	.177
DEEPMN	French Immersion Deepens Understanding	Between Within	5.35 186.08	1 201	5.35 .93	5.78	.017	.167
CHJOBS	French Immersion Children Better Jobs	Between Within	5.24 203.91	1 200	5.24 1.02	5.13	.025	.158
REMPI	Remedial for French Immersion	Between Within	7.45 197.17	1 200	7.45 .99	7.55	.006	.191

Note:
Between = between the groups, Within = within the groups, S.S. = sum of squares,
D.F. = degrees of freedom

Table 4.10

Results of Breakdown Analysis of Dependent Variables by RETEAN

Dependent Variables Code	Item	Source	S.S.	D.F.	Mean Square	F.	Sig.	ETA
RETRANT	Dept. Education Retrain Teachers French Immersion	Between Within	8.57 198.06	1 184	8.57 1.08	7.96	.005	.204
TETROPP	Teacher Training Opportunities	Between Within	11.40 197.84	1 188	11.40 1.05	10.84	.001	.233
DEEPMU	French Immersion Deepens Understanding	Between Within	5.88 180.02	1 188	5.88 .96	6.14	.014	.178
REMPFI	Remedial for French Immersion	Between Within	8.69 185.01	1 187	8.69 .99	8.78	.003	.212
BRDASST	Board Assistance French Immersion	Between Within	8.32 118.17	1 186	8.32 .64	13.10	.000	.257
MUNPROG	MUN Develop New French Immersion Programs	Between Within	3.25 135.32	1 186	3.25 .73	4.47	.036	.153
NEDSAS	Needs Assessment Identify Teachers	Between Within	7.49 98.31	1 185	7.49 .53	14.10	.000	.266

Note: Between = between the groups, Within = within the groups, S.S. = sum of squares, D.F. = degrees of freedom

a department); (3) whether the respondent had French friends or acquaintances, and (4) whether the respondent listened to French radio or television.

Table 4.11 gives the results of the crosstabulation of the variable "What was your major area of concentration studied at university?" (MAJOR). Differences of opinion occurred on two items. The first one was "overall there is too much concern with French, in our school system at the present time" (CONCFR). On this variable, respondents with a major in French did not agree that there was too much concern with French at the present time while the remaining respondents with majors in other areas agreed that there was. The other variable on which there was a difference of opinion occurred on "There is too much pressure on unilingual English teachers to change because of the current concern with French" (PRESSR). On this variable respondents who indicated a major in social studies or English felt that there was too much pressure being placed on them at this time.

Table 4.12 outlines the results of the crosstabulations between "Do you hold an administrative position?" (ADMIN) and Part IV of the questionnaire. Respondents who indicated they were department heads had a difference of opinion on all variables except for one. Department heads seemed to have a more negative opinion towards the major aspects of French immersion than do other administrators, such as principals.

Table 4.13 outlines the results of the crosstabulation between "Do you have any friends or acquaintances who are

Table 4.11

Results of Breakdown Analysis of Dependent Variables by MAJOR

Dependent Variables Code	Item	Source	S.S.	D.F.	Mean Square	F.	Sig.	ETA
LOSIDEN	French Immersion Students Lose Identity	Between	14.27	5	2.85	2.803	.018	.260
		Within	198.53	195	1.02			
DEEPUN	French Immersion Deepens Understanding	Between	12.67	5	2.53	2.838	.017	.260
		Within	174.16	195	.89			
MUMPROG	MUM Develop New French Immersion Programs	Between	12.09	5	2.42	3.446	.005	.286
		Within	135.41	193	.70			
NEDSAS	Needs Assessment Identify Teachers	Between	6.45	5	1.29	2.353	.042	.240
		Within	105.40	192	.54			
PRGNOT	English Program not suffer due to French Immersion	Between	15.37	5	3.07	2.283	.048	.238
		Within	257.13	191	1.35			
CONCPR	Too Much Concern With French	Between	18.44	5	3.69	2.540	.030	.249
		Within	279.77	193	1.45			
PRESSR	Too Much Pressure on Teachers	Between	18.23	5	3.65	2.880	.016	.265
		Within	241.91	191	1.27			
DEPTED	Dept. of Education Advice French Immersion	Between	8.13	5	1.63	3.060	.011	.273
		Within	100.83	190	.53			
LANCOM	High School Program for Student's Competency	Between	9.56	5	1.91	2.920	.014	.267
		Within	124.26	190	.65			

Note:

Between = between the groups, Within = within the groups, S.S. = sum of squares, D.F. = degrees of freedom

Table 4.12

Results of Breakdown Analysis of Dependent Variables by ADMIN

Dependent Variables Code	Item	Source	S.S.	D.F.	Mean Squares	F.	Sig.
FIMONE	French Immersion Taking Money	Between	21.02	5	4.20	2.99	.013
		Within	275.83	196	1.41		
REMFI	Remedial for French Immersion	Between	23.18	5	4.64	5.03	.000
		Within	179.83	195	.92		
FIFRLL	French Immersion is Frill	Between	25.60	5	5.12	3.50	.005
		Within	281.21	192	1.46		
PRGNOT	English Program Not Suffer Due French Immersion	Between	19.36	5	3.87	2.94	.014
		Within	253.23	192	1.32		
CONCFR	Too Much Concern French	Between	18.63	5	3.73	2.54	.030
		Within	284.73	194	1.47		
DEPTED	Dept. Education Advice French Immersion	Between	8.89	5	1.78	3.39	.006
		Within	100.11	191	.52		

Note:

Between = between the groups, Within = within the groups, S.S. = sum of squares, D.F. = degrees of freedom

Table 4.13

Results of Breakdown Analysis of Dependent Variables by FIAQNC

Dependent Variables Code	Item	Source	S.S.	D.F.	Mean Square	Sig.	ETA
BFIMPT	Basic French More Important French Immersion	Between Within	8.62 291.60	1 198	8.62 1.47	0.17 .169	.157
FTWOME	French Immersion Taking Money	Between Within	10.49 283.99	1 196	10.79 1.43	7.83 .007	.191
LOGIDEN	French Immersion Students Lose Identity	Between Within	4.68 206.90	1 198	4.68 1.04	4.48 .036	.149
REMFI	Remedial for French Immersion	Between Within	9.09 190.26	1 197	9.09 .96	9.41 .003	.216
FIFRILL	French Immersion is Frill	Between Within	8.76 287.25	1 194	8.76 1.48	5.92 .016	.170
PRESSR	Too Much Pressure on Teachers	Between Within	5.16 255.53	1 194	5.16 1.32	3.92 .049	.141

Note: Between = between the groups, Within = within the groups, S.S. = sum of squares, D.F. = degrees of freedom

French?" (FRAQNC) and Part IV of the questionnaire. Some differences of opinion were evident. Respondents who indicated they had friends or acquaintances who were French appeared to be positive towards the program while those respondents who had no French acquaintances, appeared to be less tolerant towards it.

The crosstabulation results of, "Do you attend French entertainment or listen to French broadcasts?" (ATNFRE) were outlined in Table 4.14. Differences of opinion occurred between respondents who attended French entertainment and those respondents who did not. Again, as was indicated in the results of Table 4.13 respondents who did not attend French entertainment were less tolerant towards the French immersion program than those who did attend such functions.

Summary

Differences in attitude toward French immersion appeared to be affected by teacher's major area of concentration, contact with French and whether or not the respondents were department heads.

Multiple Regression Analysis

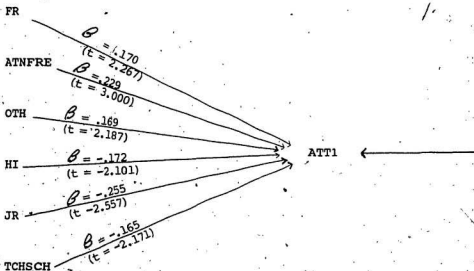
Attitudes

Figure 4.1 illustrates the personal attributes and school characteristics that made a significant contribution to general attitudes towards French immersion programs. See

Table 4.14
Results of Breakdown Analysis of Dependent Variables by ATRPRE

Dependent Variables Codes	Item	Source	S.S.	D.F.	Mean Square	F.	Sig.	ETA
FINOME	French Immersion Taking Money	Between Within	11.68 286.92	1 198	11.68 1.45	8.059	.005	.198
LOSIDEN	French Immersion Students Lose Identity	Between Within	11.47 200.11	1 198	11.47 1.01	11.348	.001	.233
DEEPUN	French Immersion Deepens Understanding	Between Within	4.58 184.17	1 198	4.58 .93	4.926	.028	.156
REMFI	Remedial for French Immersion	Between Within	13.21 190.72	1 197	13.21 .97	13.640	.000	.255
FIFRLL	French Immersion is a Frill	Between Within	15.76 295.04	1 195	15.76 1.51	10.410	.002	.225
PRGNOT	English Program Not Suffer Due to French Immersion	Between Within	11.58 261.54	1 194	11.58 1.35	8.590	.004	.206
CONCPR	Too Much Concern French	Between Within	13.02 289.81	1 196	13.02 1.48	8.810	.003	.207
PRESSR	Too Much Pressure on Teachers	Between Within	11.89 247.11	1 194	11.89 1.27	9.340	.003	.214

Note: Between = between the groups, Within = within the groups, S.S. = sum of squares, D.F. = degrees of freedom



- T-values in parentheses below the paths; standardized partial regression coefficients above the paths.
- In the interest of clarity, only the significant paths were depicted in the path diagram.

Figure 4.1 Personal Attributes and School Characteristics Model of Attitudes Towards French Immersion Programs.

Table 4.15 for a complete list of the variables used in this analysis, and the results.

Six out of the 15 variables were significant. Three variables - FR (those respondents who indicated a major in French, ATNFRE (those respondents who attended French functions) and OTH (respondents who had a major area of concentration outside the mainstream subjects) correlated positively with ATT1 (attitude towards French immersion). The remaining three variables HI (respondents from schools where French instruction began at the high school level), JR (respondents from schools where French instruction begins at the junior high level, and TCHSCH (the number of teachers in a school) correlated negatively. The R-square of .187 indicates that these variables accounted for nearly 20 percent of the variance; hence, the model had an acceptable fit to the data.

This information would seem to suggest that respondents who have a background in French, enjoy some cultural aspects of the French language or have a major concentration in a subject outside of the mainstream subjects appeared to have a positive attitude towards French immersion. On the other hand, respondents who teach in schools where there is a small number of teachers or who come from schools where French instruction begins at the junior high or senior high level tended to have a negative attitude towards French immersion.

Table 4.15

The Structural Coefficients, T-Values and Significance Levels in the Personal Attributes and School Characteristics Model of Attitudes Towards French Immersion^a

Independent Variables	Dependent Variable (ATT 1)				
	B	SE(B)	Beta	T	Sig T
HI	-.789	.375	-.172	-2.101	.037
SPKFR	-.024	.161	-.012	-.147	.884
SC	.325	.273	.088	1.191	.235
JR	-.663	.259	-.255	-2.557	.011
SOC	-.097	.198	-.040	-.490	.625
FR	.715	.315	.170	2.267	.025
TCHSCH	-.015	.007	-.165	-2.171	.031
RETRAN	-.057	.154	-.028	-.372	.710
ATNFRE	.551	.184	.229	3.000	.003
ELEMENT	-.052	.161	-.025	-.325	.746
JUNIOR	-.045	.170	-.022	-.267	.790
OTH	.370	.169	.169	2.182	.030
SEX	-.307	.172	-.155	-1.788	.075
EL	-.222	.179	-.107	-1.242	.216
HIGH	.259	.186	.121	1.393	.165
Constant	1.950	.656		2.971	.003
Multiple R	.432				
R-Square	.187				

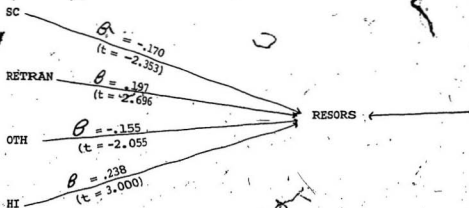
^aSee Table 3.4 for a description of the variables, and for the data matrix of correlation coefficients.

Resources

Figure 4.2 illustrates the personal attributes and school characteristics that made a significant contribution to attitudes toward the allocation of resources for French immersion programs. See Table 4.16 for a complete list of the variables used in this portion of the analysis and the results.

Four of 15 variables made a significant contribution to RESORS (the allocation of resources for French immersion). Two variables RETRAN (respondents who indicated a willingness to retrain) and HI (respondents from schools where French instruction began at the high school level) correlated positively. While two variables, SC (respondents with a major concentration in science) and OTH (respondents with a major area of concentration outside the mainstream subject areas) correlated negatively.

The R-square of .230 indicated that these variables accounted for 23 percent of the variance. This information would seem to suggest that respondents who indicated a willingness to retrain to teach French and/or French immersion and respondents who indicated that French instruction began at the high school level in their school felt positively toward the allocation of resources for French immersion. However, it would appear that respondents who indicated a major concentration in science or in a subject area outside of the mainstream subjects felt negatively towards the use of resources for French immersion.



- T-values in parentheses below the paths; standardized partial regression coefficients above the paths.
- In the interest of clarity, only the significant paths were depicted in the path diagram.

Figure 4.2

Personal Attributes and School Characteristics
Model of Attitudes Towards the Resources for
the French Immersion Program

Table 4.16

The Structural Coefficients, T-Values and Significance Levels in the Personal Attributes and School Characteristics Model of Attitudes Towards the Resource Structure for French Immersion^a

Independent Variables	Dependent Variable (ATT 1)				
	B	SE(B)	Beta	T	Sig T
HI	1.073	.358	.239	3.000	.003
SPKFR	.256	.154	.130	1.662	.100
SC	-.612	.260	-.170	-2.353	.020
JR	-.130	.247	-.051	-.526	.600
SOC	-.136	.189	-.057	-.723	.471
FR	-.481	.300	-.117	-1.602	.111
TCHSCH	.009	.007	.097	1.302	.194
RETRAN	.396	.147	.197	2.696	.008
ATNFRE	-.330	.175	-.140	-1.884	.061
ELEMENT	-.160	.154	-.079	-1.040	.300
JUNIOR	.133	.162	.066	.822	.412
OTH	-.331	.161	-.155	-2.055	.041
SEX	-.233	.164	-.120	-1.425	.156
EL	.024	.171	.012	.141	.888
HIGH	-.162	.177	-.077	-.914	.362
Constant	-1.142	.625		-1.826	.069
Multiple R	.480				
R-Square	.230				

^aSee Table 3.4 for a description of the variables, and for the data matrix of correlation coefficients.

Elitism

Figure 4.3 illustrates the causal variables used in an attempt to respond to the a priori question which arose in the analysis. See Table 4.17 for a complete list of the variables used in this section and the results.

Both variables RESORS (the allocation of resources for French immersion) and ELITISM (elitist attitudes) made a significant contribution to ATT1 (attitude towards French immersion). RESOURCES correlated negatively while ELITISM correlated positively with ATTITUDE. The R-square of .182 indicates that these variables accounted for nearly one-fifth of the variance on general attitudes towards French immersion.

The significance level of each path was calculated using the following formula:

$$= \frac{(R_f^2 - R_f^2) / df_f - df_f}{(1 - R_f^2) / (N - df_f - 1)}$$

Path 31

$$= \frac{(R_f^2 - R_f^2) / df_f - df_f}{(1 - R_f^2) / (N - df_f - 1)}$$

$$= \frac{.1822 - .0692/1}{(1 - .1822)/200}$$

$$= \frac{.113}{.0041}$$

$$= 27.56$$

$$t = \sqrt{27.56} = 5.250 \text{ (sig.)}$$

$$\text{Path 32 } F = \frac{(R_f^2 - R_r^2) / df_f - df_r}{(1 - R_f^2) / (N - df_f - 1)}$$

$$= \frac{.1822 - .1325}{(1 - .1822)/200}$$

$$= \frac{.0497}{.0041}$$

$$= 12.122$$

$$t = \sqrt{12.122} = 3.482 \text{ (sig.)}$$

The amount of Variance explained by the variables was calculated using the following formula:

$$R^2_{3,21} = \frac{r^2_{32} + r^2_{31} - 2r_{32}r_{31}r_{21}}{1 - r^2_{21}}$$

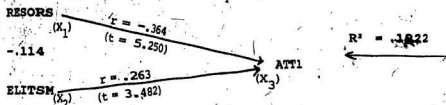
$$= \frac{.263^2 + (-.364)^2 - 2 \times .263 \times (-.364) \times (-.114)}{1 - (-.114)^2}$$

$$= \frac{.06917 + .1325 - .02183}{1 - .013}$$

$$= \frac{.20167 - .02183}{.987}$$

$$= \frac{.17984}{.987}$$

$$= .1822$$



Key: X_1 = RESORS = attitudes towards the resources for French immersion programs; X_2 = ELITSM = elitist attitudes; X_3 = ATT1 = general attitudes towards the French immersion program.

a T-values in parentheses below the paths; regression coefficients above the paths.

Figure 4.3 The model used in the "A-priori" question.

Table 4.17

Zero-Order Relationships (Correlations), Means and Standard Deviations for Variables Used in the "A-priori" Question

Variables	X_1	X_2	X_3	X	S.D.	Cases
RESORS	1.000	-1.627	-5.195	-0.01	0.97	186
ELITSM	-.114	1.000	3.720	0.01	0.98	186
ATT1	-.364	.263	1.000	-0.01	0.99	194

Key to mnemonics X_1 - attitudes towards the resources for French immersion programs; X_2 - elitist attitudes; X_3 - general attitudes towards the French immersion program.

The operational definition of "elitism" as outlined in the study combined a number of factors. Those factors were (1) French immersion is only for the high achiever; (2) students in French immersion generally come from high socioeconomic backgrounds; (3) French immersion is developing an elite; (4) children have to be outgoing in order to be enrolled in French immersion. One might state that teachers who tend to hold these views regarding French immersion could be looked upon as having "elitist" views.

When extended a step further, the analysis of these variables indicated that:

- (1) there was a significant relationship between respondents' attitudes towards the allocation of resources for French immersion and their general attitude towards French immersion.
- (2) there was a significant relationship between respondents' elitist attitudes and their general attitudes towards French immersion.

These findings seem to suggest that respondents who have a positive attitude towards French immersion programs express dissatisfaction with the resources allocated for French immersion. They also suggest that respondents who have a positive attitude towards French immersion consider the program to be elitist in the sense of being academically more challenging.

Summary

This component of the study looked at the relationship between teacher's personal characteristics and school background and their perceptions of French immersion. "Perceptions of French immersion" was subdivided into three areas which the researcher felt were important in determining a measure of teacher's perceptions. Those areas were:

1. knowledge about French immersion programs;
2. attitude towards French immersion programs; and
3. attitude towards the allocation of resources for French immersion programs.

It was observed that teacher's knowledge about French immersion programs was very limited, so limited in fact, that a latent variable could not be constructed representing teacher's knowledge of French immersion. Therefore, teachers' knowledge about programs does not appear to influence their attitudes towards French immersion. However, general attitudes towards French immersion and attitudes towards the allocation of resources for French immersion are influenced by teacher's personal characteristics and school background. Information from the analysis seemed to suggest that teachers who had some connection with French and French culture or had a major area of concentration in a subject outside the main subject areas, tended to have favourable attitudes towards French immersion. Teachers who were from schools having a smaller number of teachers or where basic French instruction began late, tended to have a negative attitude towards French

immersion. These findings would not be unexpected. Teachers from schools having a smaller number of teachers may see the advent of French immersion as a threat to their own jobs and would tend to view it negatively. The lateness of exposure to French language learning, suggests that French is not regarded as an important part of the curriculum and those teachers would therefore have a negative attitude towards French programs.

Teachers who indicated a willingness to retrain or who were from schools where basic French instruction began late, tended to have a positive attitude towards the allocation of resources for French immersion. Teachers who indicated a willingness to retrain may view the allocation of resources for French immersion as one step closer to the development of teacher training opportunities, something which they could take advantage of, therefore they would be supportive of its development. Teachers coming from a school background where basic French instruction began late might view the allocation of resources for French immersion as something positive for their school. One might state that these teachers may not perceive their job security as being threatened by the allocation of these resources.

Teachers who had a background in science or one of the subject areas outside the mainstream subjects tended to be negative towards the allocation of resources for French immersion. These teachers may view the resources being used

for French immersion as being better channelled into their own subject areas, hence the negative attitude.

Based on the information gathered from a further analysis, it seemed apparent that teachers who are supporters of the French immersion program are not convinced that there are adequate resources being spent on French immersion. Indeed, perhaps overall they feel that not enough work is being done in the whole area of French immersion planning and programs like it.

Further to the attitude construct, it would appear that teachers who tend to be elitist in their views felt positively towards French immersion. From this statement one might postulate that teachers who support the French immersion program are supportive of such challenging types of educational programs for children.

Willingness of Teachers to Retrain

One of the biggest questions associated with the implementation of the French immersion program in the Province is the availability of qualified personnel to teach it. It was considered pertinent, therefore, by this researcher, to devote a portion of this study to the identification of some of the underlying characteristics of those respondents who indicated a willingness to retrain to teach core French or French immersion. In attempting to compose such a profile, a one-way analysis of variance was utilized. The variable,

"Would you be willing to retrain to teach basic French and/or French immersion if given the opportunity to do so?" (RETRAN) was crosstabulated against 12 variables within Parts I and II of the questionnaire. Significance level was set at .05.

Seven variables were identified as being significant: they were Sex (SEX); Age (AGE); Teaching experience (TEAEXP); Would you consider teaching French if asked to do so (TCHASK); Do you speak French (SPKFR); Are you the junior member on staff (JUNSTF); Do you attend French entertainment or listen to French broadcasts (ATNFRE).

A detailed discussion of the seven variables identified in the crosstabulation may be found in Appendix C. See Table 4.18 for results of the crosstabulation. A summary of the major findings follows.

1. Retraining would probably be best with the young to middle-aged group of teachers. This finding is consistent with Schatz's view (1988: 8) that no teachers over the age of 45 years should be encouraged to retrain.
2. Retraining would probably be more successful with women than men, as females expressed more of an interest in retraining than males.
3. Retraining would probably be more successful with those teachers who have had some experience teaching or studying French.

Table 4.18

Crosstabulation Results of Teacher's
Willingness to Retrain

		RETRAN		
Independent Variables		Chi Square	DF	SIG
Code	Item			
SEX	Sex	5.295 5.986	1 1	0.021 0.014
AGE	Age	23.828	3	0.000
TEAEXP	Teaching Experience	19.755	5	0.001
TCHASK	Teach French If Asked	37.530 39.583	1 1	0.000 0.000
SPKFR	Speak French	32.942	3	0.000
JUNSTF	Junior Staff	11.301 12.645	1 1	0.001 0.000
ATNFRE	Attend French Entertainment			0.002 0.001

p < .05

4. Retraining would probably be more successful with those teachers who indicated some contact with French, who have some empathy for the French culture or who have some French speaking acquaintances.
5. Some teachers may be willing to retrain but not necessarily to teach French. These teachers may be willing to retrain to teach in other areas.
6. Many young people, especially those teachers just completing their university studies, have no "immediate" desire to return to university.

Conclusion

Chapter IV provided a detailed descriptive analysis of the questionnaire, presented the findings of the statistical procedures undertaken, and outlined some characteristics of those respondents willing to retrain.

The descriptive analysis showed that the random sample appeared to be a good representation of teachers in Newfoundland and Labrador and their attitudes towards French immersion. The analysis seemed to indicate that teachers did not appear to be overly concerned about French immersion, but at the same time indicated that many teachers were not well informed about it, particularly its implementation in the Province. It would appear that teachers seemed to have some notion of what French immersion is but are not aware of the

program's practical implications in Newfoundland. Teachers seemed to be in strong support of the major agencies associated with the planning of French immersion, Newfoundland Teachers' Association, Memorial University of Newfoundland, Department of Education, and School Boards, becoming more actively involved. When subjective comments were requested, one-third (68) of respondents offered their views. It was apparent, from their comments, that teachers see advantages to pupils of a program such as French immersion. However, for various reasons they tend to perceive the implementation of French immersion rather negatively.

When the first statistical procedure was applied, one-way analysis of variance, some differences of opinion were identified. School information such as size of the school, whether or not French immersion had been implemented in the district, and if its implementation had caused layoffs did have some effect on teachers' opinions. Teachers' background information identified some further areas of resistance to the program. This resistance seemed to be coming from areas where there was a lack of contact with French. Department heads also seemed to view the program negatively. Also, teachers who indicated a background in social studies/English tended to be less tolerant.

The application of the second statistical procedure, linear multiple regression, confirmed the findings of the first analysis and added some additional information about teachers' opinions. The multiple regression analysis was

based on the assumption that perceptions of French immersion could be based on three factors: knowledge about the program; attitude towards the program; and attitude towards the allocation of resources for the program. The analysis demonstrated that teacher's knowledge of the program was very limited--so limited that no variable could be constructed to measure it. Therefore, teacher's knowledge of the program did not affect their attitude towards it. The multiple regression confirmed that positive attitudes towards French immersion came from respondents having a connection with French, and also from respondents having subject area majors outside of the mainstream subjects. (These respondents probably do not perceive French immersion as a threat to their jobs. Negative attitudes toward the program came from schools having a small number of teachers. These teachers would probably view the implementation of a French immersion program as a threat to their security. Negative attitudes also came from areas where basic French began late. These respondents may view French as merely an academic subject and not consider French immersion a priority.

Positive attitudes towards the allocation of resources for French immersion came from those respondents willing to retrain. These teachers would see themselves benefitting from the allocation of these resources for French immersion. Positive attitudes toward the allocation of resources also came from areas where basic French began late. These respondents would probably view the development of resources

for French-immersion as something positive for the students and not as an immediate threat to their job security. Negative attitudes towards the allocation of resources came from respondents with subject area majors outside of the mainstream areas and science majors. These respondents might possibly be seeing the resources for French immersion as reducing those available for their own specialized areas.

The multiple regression also indicated an elitism construct. Results from this analysis seemed to indicate that those respondents who had a positive attitude towards French immersion expressed dissatisfaction with allocation of resources for French immersion. This analysis also indicated that those teachers who have a positive attitude towards the French immersion program consider the program to be one which is suitable for a particular type of student.

As a supplement to the analysis, an attempt was made, through the use of one-way analysis of variance, to compose a profile of those respondents willing to retrain. The results indicated that young to middle-aged teachers who had had some experience with French and exposure to the culture would be willing to retrain. It was also indicated that more women than men expressed an interest in retraining.

Some respondents indicated a willingness to retrain but not necessarily to teach French and/or French immersion. Perhaps contrary to what might be expected, younger graduates from university did not express a desire to return to university again right away to retrain.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents a synopsis of the questions under investigation, reports the basic conclusions reached in the study and offers some recommendations related to the topic.

Summary

Considerable discussion has been generated on both the provincial and national scenes by the introduction of French immersion programs. A number of teacher associations concerned with the welfare of their unilingual English teachers have adopted policies and guidelines governing the introduction of French immersion programs. Research has shown that many of these unilingual teachers feel that the implementation of French immersion programs may place their jobs in jeopardy. Because of this concern with their welfare, teachers have sometimes been regarded as having negative attitudes towards French immersion programs.

This study was developed to investigate the overall attitudes that teachers in Newfoundland and Labrador have towards the implementation of French immersion programs. Since there was evidence to suggest that teachers felt strongly towards this issue (Nagy, 1986: 12), an attempt was made to identify any influencing factors which might

contribute to these opinions. Therefore, on the basis of the current literature, a number of independent variables were examined as they related to attitudes. The independent variables included all of the variables in Part I of the questionnaire entitled background information, and Part II of the questionnaire entitled school information. These variables were crosstabulated with the dependent variables in Part IV of the questionnaire entitled views.

The questionnaire designed for the study was distributed to a random sample of 250 teachers in the Province. The return rate was 81.2 percent (202 respondents). One way analyses of variance were used to test for differences of opinion between respondents' personal and background information and their views towards French immersion. Linear multiple regression (stepwise) analyses were used to examine the factors influencing these differences.

It was felt that the study was significant because it examined directly the attitudes of teachers towards French immersion. Previously, most of the opinions expressed consisted of statements based on a general feeling of what were the "apparent" attitudes of teachers towards French immersion. Through this study and the statistical procedures used, an overview can be provided on what teachers themselves actually believe.

Conclusions

In this section, the conclusions generated by the response to the four research questions are presented. The first one of the questions sought to determine what the average teacher in Newfoundland and Labrador thought about French immersion. The testing of this research question showed that teachers in the Province of Newfoundland and Labrador do not appear to be overly concerned about French programs in general, or French immersion in particular. The greatest concern seems to be coming from teachers who teach in schools which have a smaller number of teachers*.

It is understandable that teachers in the smaller schools in Newfoundland and Labrador would be concerned about the introduction of French immersion. The program would be more likely to affect their job if French immersion were implemented in their district. Also, many teachers in smaller schools in Newfoundland live in the community and might not wish to relocate.

Differences of opinion were found to exist between teachers in areas where French immersion had been implemented and in areas where the program had not been implemented. In areas where French immersion had been implemented, teachers expressed concern about the effect of the program on overall

* "smaller number of teachers" being defined as 10 teachers or less.

staff morale. In this case Nagy's research question "Are attitudes more negative where impact is more severe?" (1968: 8) would appear to be supported by the findings of this portion of the study.

The second question addressed in the study was whether the information teachers have about the program is valid information or misinformation. In testing this research question, it was found that teachers in the Province have a serious lack of information about the program's implementation in the Province. They also appear to have a lack of information regarding the general effects of the program. Results seem to show that even in areas where French immersion has been implemented, teachers are either uninformed or misinformed about the program's implementation in Newfoundland and Labrador. Teachers feel that the implementation of French immersion has caused teacher layoffs, or relocations, even though there has been no evidence to support that belief. There is also a large number of teachers who seem to be stating that they are unaware if there is a French immersion program offered in their district or not.

The third research question attempted to ascertain the extent to which teacher's views towards French immersion are formed by certain personal characteristics. The results from the data seemed to suggest that a number of personal attributes contributed towards teacher's perceptions of French immersion. One of the more significant characteristics was

respondent's exposure to some aspects of French language or culture. It would appear that the more exposed teachers were, the more positive they were in their attitudes towards French immersion. Teachers who expressed a willingness to retrain also appeared to be more positive in their attitudes towards French immersion. They were also more inclined to have studied some French or have French friends or acquaintances. The findings of this portion of the study appear to support the conclusion proposed by Nagy that some exposure to French tends to soften negative attitudes towards French immersion. This result would not be unexpected as that which is "known" can be much less threatening than that which is "unknown". Also, one might state that the exposure to French language and culture would lead to the loss of some inhibitions regarding the program.

The fourth area addressed in the study was the attempt to ascertain the extent to which teachers' views towards French programs, particularly French immersion were formed by certain school characteristics or experiences. The data seemed to suggest that the smaller the number of teachers in a school, the more concerned teachers seemed to be about French immersion. It would appear as well that schools where French instruction began late, tended to have a more negative attitude towards French immersion. These findings would not be unexpected. The question of the grade at which French instruction begins is interesting. It is most likely that

French is perceived as a more academic study in those areas where instruction begins late. It is therefore not surprising that attitudes towards French immersion which emphasizes bilingual competence are viewed less favourably in those districts.

An area covered in the research which arose "ex post facto" was the elitism element. It should be noted that this specific area was not a question which this researcher intended to address. However, when the factor analysis was conducted the elitism dimension emerged as a relatively independent construct. Since data analysis is an incremental process, it was believed that a closer inspection of the emergent dimension was justified.

The data gathered from the last component of the research seemed to suggest that teachers who appear to have elitist views about the French immersion program tended to have a positive attitude towards it. These teachers also tended to have a major area of concentration in subjects outside the mainstream areas. Supporters of the French immersion program were not pleased with the allocation of resources available for French immersion.

These findings might not be totally unexpected. Evidence from studies cited in the review of the literature tended to support the idea that some aspects of the French immersion program tend to be looked upon as being elitist. However, this finding does not suggest that "elitism" is necessarily

a negative concept. Indeed if one refers to the explanation offered in one paper (Yalden, 1983: 36-37), then more programs like French immersion should be encouraged for children. It would appear that those teachers who demand more challenging types of educational programs for students would tend to be supportive of such programs as French immersion. These teachers would likely wish to see the allocation of more resources for such programs. In this light, they might be critical of the resources presently available for French immersion. The label of elitism may continue to be attached to the concept of French immersion until teachers become more informed about the program and exposed to some aspects of the French culture.

It would appear that teachers need to be provided with further information regarding French immersion programs. This information could do much in the way of alleviating the lack of understanding surrounding the program and in turn foster positive attitudes toward it. Information such as the way in which the program is funded and the fact that exposure to the French culture softens negative attitudes would be useful in including in an information package for teachers. One might state, based on the information gathered in this research, that certain groups of teachers may continue to hold negative views towards French immersion, for example, older teachers and teachers already in the system. However, younger teachers and teachers-in-training may become favourably disposed

towards French programs if provided with the opportunity to become exposed to the culture.

Recommendations

In this section of the thesis, some recommendations will be presented. These suggestions are based on the findings of the study and practical experience both in the field and with the data from the survey. For this researcher it would appear that teachers in the Province of Newfoundland and Labrador are sending a strong message to the major organizations involved with the planning and implementation of French immersion. While there does not appear to be a negative attitude towards French immersion programs, there does appear to be a serious lack of information surrounding the program. There also appears to be some negative feedback regarding inservicing. Direct recommendations can be made in the following areas based upon teachers' responses.

1. Memorial University should develop a comprehensive teacher training program for all grade levels emphasizing bilingualism in teachers.
2. Younger teachers should be informed about the need for French competency.
3. The Newfoundland Teachers' Association should disseminate information about French immersion through workshops and other professional development activities.

4. School boards should consider expanding their French programs by offering extra subjects taught in French at the high school level.
5. Remedial help should be provided for students in French immersion programs.
6. Basic French should begin in the primary grades.
7. Department heads need to be educated in some aspects of the French immersion program.
8. School boards should become more sensitive to the needs of teachers when implementing programs such as French immersion. Teachers should be given ample time to prepare for such a program. In this way the negative attitudes teachers are perceived as having towards change may be lessened (Morawa Sheathelm, 1984: 1).

Recommendations regarding the organization of retraining programs can also be made.

9. School boards with the cooperation of the Department of Education should devise a needs assessment format which would easily identify teachers who would be interested in retraining to teach French and/or French immersion or some other subject area.
10. Retraining would appear to work best with the young to middle-aged group of teachers.
11. Retraining would seem to be more amenable with female teachers; a campaign should be undertaken to interest males in retraining.

12. Retraining would probably be best with those teachers who already have some experience in French, have some empathy for the French culture or have some sympathy for the cause.
13. Financial assistance from the Department of Education should be made available to those teachers interested in retraining.
14. School boards should provide educational leaves for those teachers interested in retraining.

Recommendations for further study and research follow:

15. Development of an information package for school boards in the Province regarding French immersion programs should be undertaken. It should include not only basic information about the French immersion program itself but also information regarding the potential impact programs of this kind could have on the job opportunities of teachers.
16. Further study into the characteristics of those teachers who would support such programs as French immersion should be undertaken.
17. Follow-up study should be undertaken after the implementation of an information package or of contact with the French culture to determine if teachers' attitudes towards the program have changed.

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APPENDIX A**Goals of Early and Late Immersion Programs**

Appendix A**Early Immersion:**

- (a) Pupils should be able to participate easily in conversation.
- (b) Pupils should be able to take further education with French as the language of instruction at the college of university level--that is, understand lectures, write papers and take part in class discussion.
- (c) Pupils should be able to function well in a French environment and, if desired, accept employment using French as the working language.
- (d) Pupils should be able to understand and appreciate the emotional attitudes and commonly held values of members of both official language communities.

Late Immersion:

- (a) Pupils should be able to participate adequately in conversation.
- (b) Pupils should be able to produce reasonably accurate written work such as simple letters and essays on topics within their second language experience.
- (c) Pupils should be able to understand radio and television news and other programs that are of personal interest.
- (d) Pupils should be able to participate in community life in a French environment after a reasonable period of adjustment.
- (e) Pupils should be able to demonstrate knowledge of emotional attitudes and values held by both official language communities.

(Govt. of Nfld. & Lab., 1986, 39)

APPENDIX B
Questionnaire

TEACHER SURVEY
ON
FRENCH IMMERSION PROGRAMS
1987

All responses will remain strictly confidential, being used as project data only.

Thank you for your cooperation.

1. Directions:

The following questionnaire will be divided into five parts.

Part I involves background information on the teachers responding to the questionnaire. Please respond by checking or writing the appropriate response.

Part II includes general school information. You are asked to respond by checking, writing or circling the appropriate response.

Part III contains some statements about the French Immersion program. Please indicate whether you think that they are true or false according to what you know about it.

Part IV states some views about the French Immersion program. Please give your own feelings by circling the appropriate point on the scale.

Part V is a subjective response.

2. Definition of Terms:

For the purpose of this questionnaire, the definition of the terms "Basic French" and "French Immersion" will be those stated in the Report of the Advisory Committee on French Programs (1986).

"That Basic French be defined as a program of instruction in which students study the various aspects of French language during a regularly scheduled time slot as is done in other subject areas" (p. 77).

"That French Immersion be defined as a program designed for English speaking students in which French is the language of instruction in the classroom, for all or some of the subject areas, and as much as possible the means of communication in the school environment" (p. 79).

PART I -- BACKGROUND INFORMATION

Please respond by checking the appropriate box(es) or writing in the appropriate categories.

SEX

1. Sex

a) Male

☐

b) Female

☐

AGE

2. Age

a) 21 - 34

☐

b) 35 - 44

☐

c) 45 - 54

☐

d) 55 - 60

☐

e) Over 60

☐

3. University degree(s) held. (Check as many as are applicable)

DEGREE

a) No degree

☐

b) BA(ed) primary

☐

c) BA(ed) elementary

☐

d) B.Ed. (high school)

☐

e) B.A.

☐

f) B.Sc.

☐

g) M.Ed.

☐

h) MA/M.Sc.

☐i) Other degree - please
specify _____☐

Part I -- Background Information (continued)

TEAEXP

4. Teaching Experience

- a) Fewer than 5 years
- b) 5 - 9 years
- c) 10 - 14 years
- d) 15 - 19 years
- e) 20 - 24 years
- f) More than 24 years

☐
☐
☐
☐
☐
☐

5. Years in Present School

YRPRSCH

- a) Fewer than 5 years
- b) 5 - 9 years
- c) 10 - 14 years
- d) 15 - 19 years
- e) 20 - 24 years
- f) More than 24 years

☐
☐
☐
☐
☐
☐

6. Besides teaching, do you hold an administrative position?

ADMIN

- a) No
- b) Yes, as Department Head
- c) Yes, as Vice-Principal
- d) Yes, as Principal
- e) Yes, as Coordinator
- f) Other

☐
☐
☐
☐
☐
☐

Part I -- Background Information (continued)

MAJOR

7. What was your major or area of concentration studied at university? Specify ONE only.

- a) English ☐
- b) Social Studies/History ☐
- c) French ☐
- d) Math ☐
- e) Science ☐
- f) Other -- please specify ☐
- _____

TCHNOW

8a. Are you teaching French now?

- i) Yes ☐
- ii) No ☐

If the answer to 8a was "NO", answer 8b and 8c.

8b. Have you ever been asked to teach French?

ASKTFR

- i) Yes ☐
- ii) No ☐

8c. Would you consider doing so, if asked?

TCHASK

- i) Yes ☐
- ii) No ☐

9a. Have you ever learned another language(s)?

LERLAN

- i) Yes ☐
- ii) No ☐

Part I - Background Information (continued)

9b. If YES, indicate:

- i) Which language(s)? _____
- ii) Where studied? _____
- iii) For how long? _____
- iv) Do you believe it was worthwhile? _____
- v) Why? _____
- _____
- _____

MOTONG

10. Mother Tongue

- a) English ☐
- b) French ☐
- c) Other ☐

FRAQNC

11. Do you have any friends or acquaintances who are French?

- a) Yes ☐
- b) No ☒

SPKFR

12. Do you speak French:

- a) Regularly ☐
- b) Occasionally ☐
- c) Seldom ☐
- d) Never ☐

ATNPRE

13. Do you attend French entertainment or listen to French broadcasts?

- a) Yes ☐
- b) No ☐

Part I -- Background Information (continued)

JUNSTP

14. Are you the junior member on staff?

a) Yes

☐

b) No

☐

RETRAN

15. Would you be willing to retrain to teach Basic French and/or French Immersion if given the opportunity to do so?

a) Yes

☐

b) No

☐

PART II -- SCHOOL INFORMATION

Please respond by checking the appropriate box(es), writing in the appropriate categories, or circling the appropriate response.

1. School Board Affiliation

SCBAFF

- a) Integrated
b) Roman Catholic
c) Pentecostal
d) Seventh Day Adventist
e) Other

☐
☐
☐
☐
☒

2. Please circle all grades in which you teach.

GRDTCH

K 1 2 3 4 5 6 7 8 9 10 11 12

3a. How many students are in your school?

STUSCH

3b. How many grades are in your school?

GRDSCH

4a. How many teachers are in your school?

TCHSCH

4b. How many teachers teach only French?

ONLYFR

4c. How many teachers teach at least one class of French?

TCHONE

5a. Is French Immersion offered in your school district?

DISTFI

- i) Yes
ii) No
iii) Don't know

☒
☐
☐

If the answer to 5a was YES, please answer 5b and 5c.

Part II - School Information (continued)

LAYOFF 5b. Due to the implementation of French Immersion, have there been any teacher layoffs in your district?

- i) Yes ☐
- ii) No ☐
- iii) Don't know ☐

FIINS 5c. Has the French Immersion program been inserviced and explained to all teachers in your district?

- i) Yes ☐
- ii) No ☐

SCHOBP 6a. At what grade level does Basic French generally begin in your school?

K 1 2 3 4 5 6 7 8 9 10 11 12

DISTBP 6b. At what grade level does Basic French generally begin in your district?

K 1 2 3 4 5 6 7 8 9 10 11 12

7a. Has there been an increase in the number of students taking French in your school the last five years?

- INCRSC** i) Yes ☐
- ii) No ☐
- iii) Don't know ☐

INCRDIS 7b. Has there been an increase in the number of students taking French in your district in the last five years?

- i) Yes ☐
- ii) No ☐
- iii) Don't know ☐

PART III - STATEMENTS

Please read the following statements. If you feel they are true, circle T; if you feel they are false, circle F.

- | | | | |
|--------|--|---|---|
| FIURBN | 1. French Immersion is only offered in urban centres of the Province. | T | F |
| TCHMP | 2. With no further growth in French Immersion, approximately 200 teachers will be employed in teaching the program by 1992. | T | F |
| FIIMPL | 3. French Immersion can only be implemented in larger schools. | T | F |
| PIHSE | 4. Students in French Immersion generally come from high socio-economic backgrounds. | T | F |
| NATVR | 5. Only native francophones can teach French Immersion. | T | F |
| CHNWEL | 6. Most children in French Immersion learn content in Math, Social Studies and Science as well as the children in the regular English program. | T | F |
| PIFLUE | 7. French Immersion is the only way for students to become fluent in French. | T | F |
| PIFAD | 8. French Immersion is not a fad and will not disappear. | T | F |
| FIQUAL | 9. French Immersion teachers are generally not as qualified in appropriate subject areas as teachers in the English program. | T | F |
| PIELIT | 10. French Immersion is developing an elite. | T | F |
| PIHACH | 11. French Immersion is only for the high achiever. | T | F |
| CHRTEV | 12. The Charter of Rights and Freedoms entitles everyone who wants French Immersion for their children to have it. | T | F |
| FIGROW | 13. The growth of French Immersion in Newfoundland and Labrador has increased over 100% in the last three years. | T | F |

Part III -- Statements (continued)

- | | | | |
|--------|---|---|---|
| PROBEN | 14. Students in French Immersion have more problems in reading English than the English stream students. | T | |
| FIOUTG | 15. Children have to be outgoing in order to be enrolled in French Immersion. | T | F |
| FIDEPN | 16. Students in French Immersion are more dependent on their teacher. | T | F |
| FIENRC | 17. French Immersion is an enrichment program. | T | F |
| SAMEFF | 18. The general effects of French Immersion are the same for Newfoundland and Labrador students as for students in Mainland Canada. | T | F |
| PARALL | 19. French Immersion is a parallel program to the Basic French program. | T | F |
| TRANNF | 20. There is no university training in Newfoundland and Labrador for students interested in becoming French Immersion teachers. | T | F |

PART IV - VIEWS

Read the following statements. Please circle what you feel is the appropriate point on the scale.

Not Applicable NA; Strongly Agree SA; Agree A; Neutral N; Disagree D; Strongly Disagree SD)

		NA	SA	A	N	D	SD
NOCRM	1. French Immersion should not be a special form of education for a minority, but rather the normal curriculum for all students.	0	1	2	3	4	5
FIOPN	2. All students should have the option of French Immersion.	0	1	2	3	4	5
RUREXP	3. Despite the administrative difficulties involved, French Immersion should be expanded to rural areas and smaller schools.	0	1	2	3	4	5
RETRANT	4. The Department of Education should provide opportunities and financial assistance for the retraining of unilingual English teachers to teach in French Immersion programs.	0	1	2	3	4	5
NEGSOC	5. The introduction of French Immersion has negative effects on the social interaction between students in the regular program and the French Immersion program within the same school.	0	1	2	3	4	5
TETROPP	6. All students in teacher training programs, regardless of subject area, should be provided with opportunities and financial assistance for training that would enable them to become bilingual.	0	1	2	3	4	5
PARRITE	7. Parents have the right to select the type of education their child receives and their opinion should be considered when decisions are being made regarding the introduction and/or expansion of French Immersion programs.	0	1	2	3	4	5

Part IV - Views (continued)

		NA	SA	A	N	D	SD
COLINTR	8. Many of my colleagues feel the study of French is an integral part of the curriculum.	0	1	2	3	4	5
STFMOR	9. The introduction of French Immersion in a school can have adverse effects on staff morale.	0	1	2	3	4	5
FRSTCOM	10. Admission into French Immersion should be on a first come, first served basis only.	0	1	2	3	4	5
BFIMPT	11. The Basic French program should be more important than French Immersion.	0	1	2	3	4	5
FIMONE	12. French Immersion is taking money that would be better spent in other aspects of the school curriculum in the Province.	0	1	2	3	4	5
BFELEM	13. The Basic French program should be given more emphasis in the elementary grades.	0	1	2	3	4	5
LOSIDEN	14. Students enrolled in French Immersion run the risk of losing their anglophone identity.	0	1	2	3	4	5
DEEPUN	15. French Immersion programs foster a deeper understanding between the French and English cultures.	0	1	2	3	4	5
CNJOPS	16. Children who complete the French Immersion programs will have better job opportunities than those who do not.	0	1	2	3	4	5
REMFI	17. Remedial help should be provided for children in French Immersion.	0	1	2	3	4	5
FIFRL	18. French Immersion is a frill which the Province can ill afford.	0	1	2	3	4	5

Part IV - Views (continued)

		NA	SA	A	N	D	SD
NTAINFO	19. The Newfoundland Teachers Association should provide information on French Immersion programs through contact with teachers and professional development activities.	0	1	2	3	4	5
BRDASST	20. School boards should provide assistance to teachers who wish to improve their French.	0	1	2	3	4	5
MUNPROG	21. Memorial University should develop new programs for the training of teachers that would put more emphasis on French.	0	1	2	3	4	5
SOCDEV	22. Adverse effects on social development may result for some children in the French Immersion program.	0	1	2	3	4	5
NEDSAS	23. School boards should devise a needs assessment format that would easily identify teachers who would be interested in upgrading to teach in the French programs in their district.	0	1	2	3	4	5
PRGNOT	24. With the introduction of French Immersion, the overall school program does NOT suffer.	0	1	2	3	4	5
LANCOM	25. There should be more opportunities for students who are interested in French to improve their language competence at the high school level, by taking subjects taught in French.	0	1	2	3	4	5
BPFRIM	26. The Basic French program should begin in the primary grades.	0	1	2	3	4	5
CONCFR	27. Overall, there is too much concern with French in our school system at this time.	0	1	2	3	4	5
PRESSR	28. There is too much pressure on unilingual English teachers to change because of the current concern with French.	0	1	2	3	4	5
DEPTED	29. The Department of Education should offer more advice and appropriate curriculum objectives to school boards introducing a new French Immersion program.	0	1	2	3	4	5

PART V -- COMMENTS

Please offer any comments you feel are relevant to the topic and were not covered in this survey.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

APPENDIX C**Detailed Descriptions of the Data Analysis**

Analysis of Respondents' Answers to Part III
of the Questionnaire - KNOWLEDGE

Item 1

French immersion is only offered in urban centres of the Province.

This statement is not true. The French immersion program has been successfully implemented in 12 different school boards throughout the Province, both in rural and urban areas.

About half (45 percent) (91) of the respondents seemed to realize that French immersion has been implemented in both rural and urban areas.

Item 2

With no further growth in French immersion, approximately 200 teachers will be employed in teaching the program by 1992.

This item is true based on statistics provided by the Department of Education.

Thirty-seven percent (76) of the respondents are aware of the numbers of French immersion teachers that would be required by the year 1992, even without the addition of new programs.

Item 3

French immersion can only be implemented in larger schools.

This statement is false. It is, however, more difficult to offer French immersion programs in smaller schools because there must be enough students to maintain two streams, one for the regular English program and one for the French immersion program. The implementation of an immersion program in a small school would result in a decrease in enrolment in the English stream.

Approximately sixty-eight percent (137) of respondents felt that French immersion could be implemented in smaller schools as well as larger ones.

Item 4

Students in French immersion generally come from high socio-economic backgrounds.

This is a true statement. While the programs are open to all students, studies seem to indicate that the students enrolled in French immersion programs tend to come from higher socio-economic backgrounds.

Sixty-three percent (128) of the respondents seemed to realize the type of backgrounds from which the majority of French immersion students tend to come.

Item 5

Only native francophones can teach French immersion.

This statement is not true. While it is necessary for French immersion teachers to be bilingual and have a native-like accent, bilingual anglophones may be employed to teach in French immersion programs provided they have the necessary qualifications.

Ninety-two percent (187) of respondents were aware of the fact that both francophones and anglophones may be employed to teach in French immersion programs.

Item 6

Most children in French immersion learn content in mathematics, social studies, and science as well as the children in the regular English program.

This statement is a true one. According to Netten and Spain (1983), Evaluation of Avalon Consolidated School Board Early and Late Immersion Program, French immersion students were found to have no major differences in test results in mathematics achievement areas when compared to their English program counterparts. Evaluations of similar programs throughout Canada tend to have similar results. However, there is often an initial lag in content learning.

Seventy-four percent (150) of the respondents seemed to be aware of the results achieved by French immersion programs when compared to English programs.

Item 7

French immersion is the only way for students to become fluent in French.

This statement is not true. Presently, French immersion is the most satisfactory way to become fluent in French. It is also perceived to be the most successful way to become fluent in French. But it is not the only way as many of our French teachers have become fluent since leaving high school basic French studies.

Seventy percent (142) of the respondents seemed to realize that there are other ways of becoming fluent in French than through French immersion programs.

Item 8

French immersion is not a fad and will not disappear.

This statement is true. As long as the learning of French is seen as being important and as long as French immersion programs are seen as having better results than the regular basic French programs, then French immersion programs will continue to be a popular option.

Seventy-five percent (152) of the respondents seemed to realize the popularity of French immersion programs and the fact that they are more than just a fad.

Item 9

French immersion teachers are generally not as qualified in appropriate subject areas as teachers in the English program.

This statement is a true one. The larger proportion of French immersion teachers in Newfoundland and Labrador are high school trained with a major in French. Therefore, they have done methodology courses for teaching French at the high school level. The teachers have not usually completed any other methodology courses. Yet, they teach language arts, reading and mathematics at the primary and elementary levels for which they have had little or no training. One of the reasons the Summer Institute for French immersion teachers at M.U.N. has been set up is to give the French immersion teachers training in appropriate subject areas.

Twenty-nine percent (59) of respondents seemed to be aware of the qualifications held by French immersion teachers in the Province.

Item 10

French immersion is developing an elite.

This statement is a true one. By the very nature of its accessibility to only approximately half of the students in the Province, it is elitist. However, other programs such as programs for the gifted and programs for the handicapped can be categorized as elitist as well.

Fifty-three percent (107) of the respondents felt that French immersion programs are developing an elite.

Item 11

French immersion is only for the high achiever.

This statement is not true. In studies completed to date, there have been a wide range of abilities represented in the immersion classroom. Children tend to achieve at levels in French immersion similar to the levels at which they would achieve in their mother tongue.

Fifty-nine percent (120) of the respondents seemed to realize that students with a wide range of abilities can be successful in a French immersion classroom.

Item 12

The Charter of Rights and Freedoms entitles everyone who wants French immersion for their children to have it.

This statement is not true. Section 23, subsections one and two of the Charter of Rights and Freedoms apply only to those citizens who either speak French in a province that is predominantly English, or speak English in a province that is predominantly French. The same rights would apply to both English-speaking minorities or French-speaking minorities. There is no unilateral right for anglophone parents to a French immersion education for their children.

Only 28 percent (56) of the respondents seemed to be aware that anglophone parents do not have the right to insist that their children be educated via a French immersion program.

Item 13

The growth of French immersion in Newfoundland has increased over 100 percent in the last three years.

This statement is not true. While French immersion programs have been growing steadily over the last three years, they have not grown by 100 percent. However, the growth in the past five years has been over 100 percent.

Only 30 percent (61) of the respondents seemed to be aware of the percentage of growth of French immersion programs within the Province over the last three years.

Item 14

Students in French immersion have more problems in reading English than the English stream students.

This statement is not a true one. According to Netten and Spain (1983), French immersion students initially lag behind their English stream counterparts in reading English however, they do catch up. French immersion students in Newfoundland schools tend to take longer to catch up than has been reported in studies carried out in Ontario and Quebec.

Fifty-four percent (110) of the respondents seemed to realize that students in French immersion have no more problems in reading English than do their English stream counterparts.

Item 15

Children have to be outgoing in order to be enrolled in French immersion.

This statement is not a true one. It means only that outgoing children will be more at ease in using the language orally. Other factors determine the level of proficiency developed by the student. There are trade offs, however, to account for when putting children into immersion. Some children will lag behind in content learning. Also the level of proficiency in French developed by the child varies. Learning in content areas has shown to be directly related to competence in French.

Eighty-three percent (169) of the respondents seemed to feel that being outgoing is not a prerequisite for enrolment in French immersion.

Item 16

Students in French immersion are more dependent on their teacher.

This is a true statement. The immersion teacher is the only model from which children can learn the second language; therefore, the students in an immersion setting become very dependent on their teacher.

Forty-five percent (92) of the respondents seemed to be aware of the relationship between student and teacher within an immersion setting, and the student's dependence on the teacher. 4

Item 17

French immersion is an enrichment program.

This statement is not true. A French immersion program, as defined in the Report of the Policy Advisory Committee on French programs, is a program designed for English speaking students in which French is the language of instruction in the classroom for all or some of the subject areas, and as much as possible the means of communication in the school environment (1986: 79). The word "enrichment" suggests that French immersion is a program that is offered "in addition to" the basic French program for the more gifted children, but in fact it is not.

Fifty-one percent (103) of the respondents seemed to realize that French immersion is not an enrichment program.

Item 18

The general effects of French immersion are the same for Newfoundland and Labrador students as for students in mainland Canada.

This statement is not true. Levels of achievement are lower in Newfoundland. Initial lags in English skills development last longer in Newfoundland.

Only thirty percent (60) of the respondents seemed to realize that there were differences in the general effects of French immersion between students in Newfoundland and in mainland Canada.

Item 19

French immersion is a parallel program to the basic French program.

This statement is not true. The basic French program is defined in the Report of the Policy Advisory Committee on French Programs as "a program of instruction in which students study the various aspects of French language during a regularly scheduled time slot as is done in other subject areas" (1986: 77). Whereas French immersion, as defined in Item 17, is a program designed for English speaking students in which French is the language of instruction in the classroom for all or some of the subject areas, and as much as possible the means of communication in the school environment (1986: 79). From these definitions, one can say that both programs have different goals and achieve different results.

Eighty-three percent (169) of respondents seemed to recognize the difference between the basic French and French immersion programs.

Item 20

There is no university training in Newfoundland and Labrador for students interested in becoming French immersion teachers.

This is not true. Memorial University of Newfoundland has developed a comprehensive program of training for students interested in becoming French immersion teachers, involving

among other requirements, one year of study at a francophone university.

Only 50 percent (102) of respondents seemed to realize that there was a program of study available in Newfoundland for those students wishing to become French immersion teachers.

Analysis of Respondents' Answers to Part (IV)
of the Questionnaire - VIEWS

Item 1

French Immersion should not be a special form of education for a minority, but rather the normal curriculum for all students.

Forty-five percent of respondents disagreed with this statement. However, 38 percent of the respondents agreed with the statement. Fourteen percent of the respondents were neutral.

The mean response was 3.0. This finding would seem to indicate that teachers are divided on whether French immersion should become the normal curriculum for all students.

Item 2

All students should have the option of French Immersion.

Seventy-eight percent of all respondents agreed with this statement. Eleven percent of the respondents disagreed with the statement.

The mean response was 1.94. This information seems to suggest that a large majority of respondents feel that French immersion should be an option for all children. The opportunity to enroll in a French immersion program should at least be made available to as many children as possible.

Item 3

Despite the administrative difficulties involved, French Immersion should be expanded to rural areas and smaller schools.

Sixty-five percent of respondents agreed with this statement. Nearly 20 percent of the respondents expressed no opinion. Fifteen percent of the respondents disagreed with the statement.

The mean response was 2.26. This result would seem to suggest that a majority of teachers surveyed would like to see French immersion being expanded into more rural areas and smaller schools. This finding would be consistent with the view expressed in Item 2.

Item 4

The Department of Education should provide opportunities and financial assistance for the retraining of unilingual English teachers to teach in French Immersion programs.

Seventy-nine percent of the respondents agreed with this statement. Eleven percent of the respondents disagreed with the statement. Ten percent had no opinion about it.

The mean response was 1.90. This information would seem to indicate that a large majority of respondents are in favour of the Department of Education providing funding for teachers interested in retraining to teach in the French immersion programs.

Item 5

The introduction of French Immersion has negative effects on the social interaction between students in the regular program and the French Immersion program within the same school.

Forty percent of the respondents disagreed with this statement. Twenty-eight percent of respondents agreed with the statement. Twenty-eight percent of the respondents offered no opinion about it.

The mean response was 2.99. This finding would seem to indicate these teachers are somewhat undecided in their feelings about the effects of French immersion on the social interaction between pupils.

Item 6

All students in teacher training programs regardless of subject area, should be provided with opportunities and financial assistance for training that would enable them to become bilingual.

Seventy-three percent of respondents agreed with the statement. Twelve percent of respondents disagreed with the statement while 15 percent offered no opinion.

The mean response was 2.09. This information would seem to suggest that the majority of respondents are in favour of providing opportunities for young teachers in training to become bilingual.

Item 7

Parents have the right to select the type of education their child receives and their opinion should be considered when decisions are being made regarding the introduction and/or expansion of French Immersion programs.

Eighty-eight percent of the respondents were in agreement with this statement. Eight percent of respondents were neutral. Only four percent of respondents disagreed with the statement.

The mean response was 1.73. This information would seem to suggest that a large majority of respondents feel that parents should be consulted when decisions are being made regarding immersion programs.

Item 8

Many of my colleagues feel the study of French is an integral part of the curriculum.

Sixty-six percent of the respondents agreed with this statement. Twenty-two percent of the respondents disagreed with the statement. Ten percent were neutral towards the statement.

The mean response was 2.38. This information would seem to suggest about two-thirds of the teachers felt that the study of French is an important part of a student's overall education.

Item 9

The introduction of French Immersion in a school can have adverse effects on staff morale.

Forty-four percent of the respondents agreed with the statement. Thirty-two percent of the respondents disagreed with the statement. Twenty-three percent were neutral towards the statement.

The mean response was 2.77. This information would probably indicate a degree of uncertainty about this issue.

Item 10

Admission into French Immersion should be on a first come, first served basis.

Sixty-one percent of respondents disagreed with this statement. Twenty-eight percent agreed with the statement while 11 percent were neutral.

The mean response was 3.42. This information would seem to suggest that respondents feel that a "first come, first served" policy is not a reasonable method of accepting students into French immersion programs. This response raises a question as to what method of selection these teachers would propose instead.

Item 11

The Basic French program should be more important than French Immersion.

Forty-six percent of respondents agreed with this statement. Thirty percent of respondents disagreed with the statement. Twenty-four percent of respondents were neutral.

The mean response was 2.66. This information would seem to suggest that once again, teachers are divided on their opinions regarding the importance of French and French Immersion.

Item 12

French Immersion is taking money that would be better spent in other aspects of the school curriculum in the Province.

Thirty-nine percent of the respondents agreed with the statement. Thirty-three percent disagreed with the statement. Twenty-eight percent of respondents were neutral.

The mean response was 2.80. This information would seem to suggest that a large proportion of respondents are not well-informed about the way in which French immersion programs are financed.

Item 13

The Basic French program should be given more emphasis in the elementary grades.

Seventy-five percent of the respondents agreed with this statement. Sixteen percent were neutral. Nine percent disagreed with the statement.

The mean response was 2.02. This information would seem to indicate that three-quarters of the teaching population support the idea of basic French being given more emphasis in the elementary grades.

Item 14

Students enrolled in French Immersion run the risk of losing their anglophone identity.

Seventy-five percent of the respondents disagreed with this statement. Sixteen percent were neutral. Eight percent of respondents agreed with the statement.

The mean response was 3.90. This information would seem to suggest that the majority of respondents do not view French immersion programs as a threat to the identity of anglophone children.

Item 15

French Immersion programs foster a deeper understanding between the French and English cultures.

Sixty-eight percent of respondents agreed with this statement. Eighteen percent of the respondents felt neutral towards the statement. Fourteen percent of the respondents disagreed with the statement.

The mean response was 2.29. This information would seem to suggest that over two-thirds of respondents regard French immersion as one way of establishing closer bonds between the two cultures in Canada--English and French.

Item 16

Children who complete the French Immersion programs will have better job opportunities than those who do not.

Seventy-four percent of the respondents agreed with this statement. Fourteen percent of respondents were neutral. Twelve percent disagreed with the statement.

The mean response was 2.12. This information would seem to indicate that a large majority of respondents feel that children who complete the French immersion programs will have better job opportunities than those who do not, although this aspect has not really been shown to be the case as yet.

Item 17

Remedial help should be provided for children in French Immersion.

Sixty-five percent of the respondents agreed with this statement. Twenty-one percent of respondents were neutral. Twelve percent disagreed with the statement.

The mean response was 2.26. This information would seem to suggest that about two-thirds of respondents felt that French immersion programs should not be treated differently from other programs and that remedial help be provided.

Item 18

French Immersion is a frill which the Province can ill afford.

Forty-seven percent of the respondents disagreed with this statement. Twenty-eight percent of the respondents agreed with the statement. Twenty-four percent of the respondents were neutral.

The mean response was 3.17. This information would seem to suggest that given the same proportions as item 9 indicates the same degree of uncertainty.

Item 19

The Newfoundland Teachers' Association should provide information on French Immersion programs through contact with teachers and professional development activities.

Eighty-nine percent of respondents agreed with this statement. Ten percent were neutral.

The mean response was 1.86. From this information, one can conclude that a resounding majority of teachers feel the N.T.A. should take a more active role in providing information to the teachers regarding French immersion programs.

Item 20

School boards should provide assistance to teachers who wish to improve their French.

Eighty-five percent of the respondents agreed with this statement.

The mean response was 1.85. From this information, one can conclude that a large majority of teachers feel strongly about the school boards providing assistance to teachers who feel it would be beneficial for them to improve their French.

Item 21

Memorial University should develop new programs for the training of teachers that would put more emphasis on French.

Seventy-seven percent of respondents agreed with this statement. Twenty percent of teachers were neutral about this statement.

The mean response was 1.95. This information would seem to suggest that a large majority of respondents support the idea that Memorial University should develop new programs for teacher training emphasizing the learning of French.

Item 22

Adverse effects on social development may result for some children in the French Immersion program.

Forty-four percent of the respondents disagreed with this statement. Twenty-nine percent were neutral about the statement. Twenty-seven percent agreed with the statement.

The mean response was 3.22. This information would seem to suggest that teachers are somewhat divided in their views about the social effects of French immersion on children enrolled in the program.

Item 23

School boards should devise a needs assessment format that would easily identify teachers who would be interested in upgrading to teach in the French programs in their district.

Seventy-five percent of the respondents agreed with this statement. Twenty-four percent of respondents were neutral.

The mean response was 2.08. This information seems to suggest that the majority of respondents are in favour of the school boards identifying the personnel who will be needed to teach French.

Item 24

With the introduction of French Immersion the overall school program does NOT suffer.

Forty-five percent of respondents agreed with this statement. Twenty-nine percent of respondents disagreed with the statement. Twenty-five percent were neutral.

The mean response was 2.72. This information would seem to suggest that teachers are divided in their opinions as to whether the overall program suffers when French immersion is introduced.

Item 25

There should be more opportunities for students who are interested in French to improve their language competence at the high school level, by taking subjects taught in French.

Seventy-eight percent of the respondents agreed with this statement. Seventeen percent were neutral.

The mean response was 1.98. This information would seem to suggest that a large majority of respondents agreed that subjects taught in French at the high school level would be an acceptable way of improving the language competence of high school students.

Item 26

The Basic French program should begin in the primary grades.

Ninety-four percent of respondents agreed with this statement.

The mean response was 1.54. This information suggests that an overwhelming majority of teachers felt that basic French should begin at the primary level.

Item 27

Overall, there is too much concern with French in our school system at this time.

Fifty-six percent of respondents disagreed with this statement. Twenty-three percent agreed with the statement. Twenty percent were neutral.

The mean response was 3.39. From this information one might say that once again, teachers are somewhat divided about whether or not there is too much concern with French at this time.

Item 28

There is too much pressure on unilingual English teachers to change because of the current concern with French.

Thirty-seven percent disagreed with this statement. Thirty-four percent of the respondents agreed with the statement. Twenty-seven percent were neutral.

The mean response was 2.93. This information seems to suggest that teachers are uncertain about whether or not too much pressure is being placed on unilingual English teachers to change.

Item 29

The Department of Education should offer more advice and appropriate curriculum objectives to school boards introducing a new French Immersion program.

Seventy-six percent of respondents agreed with this statement. Twenty-two percent were neutral about the statement.

The mean response was 1.99. (This information seems to suggest that the majority of respondents agreed that the Department of Education should take the initiative in organizing the French immersion programs in the Province.

**Significant Crosstabulations of Part I - BACKGROUND
INFORMATION and Part II - SCHOOL INFORMATION
to Part IV - VIEWS**

HOW MANY TEACHERS ARE IN YOUR SCHOOL? (TCHSCH)

When the variable "How many teachers are in your school?" was crosstabulated with Part IV, a difference of opinion occurred on one variable. Respondents from schools which had a larger number of teachers indicated that they felt there was too much concern with French at this time. All groups, regardless of numbers of teachers in the school, agreed that:

- (1) There should be remedial help provided for children in French immersion;
- (2) opportunities should be provided for high school students to improve their language competence in French by taking subjects taught in French;
- (3) Memorial University should devise new programs for teacher training placing more emphasis on French;
- (4) students enrolled in teacher training programs, regardless of subject area, should be provided with opportunities enabling them to become bilingual.

IS FRENCH IMMERSION OFFERED IN YOUR DISTRICT? (DISTFI)

When the variable "Is French immersion offered in your district?" (DISTFI) was crosstabulated with Part IV, few differences of opinion occurred.

Those respondents who indicated French immersion was offered in their district agreed that it can have adverse

effects on staff morale. All respondents agreed that Basic French should be given more emphasis in the elementary grades. Those respondents who indicated that they did not know if French immersion had been implemented or not, tended to be more negative in their views regarding French immersion.

DUE TO THE IMPLEMENTATION OF FRENCH IMMERSION, HAVE THERE BEEN ANY TEACHER LAYOFFS IN YOUR DISTRICT? (LAYOFF)

When the variable "Due to the implementation of French immersion, have there been any teacher layoffs in your district?" (LAYOFF) was crosstabulated with Part IV, only one difference of opinion occurred.

Respondents who indicated that there had been layoffs due to French immersion were neutral toward whether the implementation of French immersion causes the overall school program to suffer. All others felt that the program did not suffer. While all respondents agreed that the introduction of French immersion can have adverse effects on staff morale, they also agreed that children who complete French immersion program have better job opportunities than those children who do not.

HAS THE FRENCH IMMERSION PROGRAM BEEN INSERVICED AND EXPLAINED TO ALL TEACHERS IN YOUR DISTRICT? (FIINS)

When the variable "Has the French immersion program been inserviced and explained to all teachers in your district?"

(districts where French immersion programs had been implemented) (FIINS) was crosstabulated with the variables in Part IV, there were no differences of opinion.

Two groups, one having been inserviced with French and one not having been inserviced agreed that: (1) remedial help should be provided for students in French immersion; (2) Memorial University should develop new teacher training programs enabling all prospective teachers to become bilingual; (3) basic-French should begin in the primary grades; and (4) with the introduction of French immersion, the overall school program does not suffer.

**AT WHAT GRADE LEVEL DOES BASIC FRENCH BEGIN IN YOUR SCHOOL?
(SCHOFB)**

When the variable "At what grade level does basic French begin in your school?" (SCHOFB) was crosstabulated with Part IV, some differences of opinion occurred.

Respondents who stated basic French began at the high school level disagreed that French immersion should become the normal curriculum for all students. Respondents who indicated basic French began at the high school level and those who indicated that basic French began at the junior high level agreed that there were adverse effects on the social development of children enrolled in the French immersion programs.

All agreed that basic French should begin in the primary grades. However, regardless of at what level basic French actually began all agreed that school boards should provide assistance to those teachers who wish to improve their French and that Memorial University should develop new teacher training programs.

HAS THERE BEEN AN INCREASE IN THE NUMBER OF STUDENTS TAKING FRENCH IN YOUR DISTRICT IN THE LAST 5 YEARS? (INCRDIS)

When the variable "Has there been an increase in the number of students taking French in your district in the last 5 years?" (INCRDIS) was crosstabulated with the variables in Part IV there was a difference of opinion on one variable.

The importance of basic French over French immersion was not seen as an issue by those teachers who indicated there had been no increase in the number of students taking French in their district within the last five years, whereas the two remaining groups, those who indicated there had been an increase, and those who did not know, indicated that basic French should be more important than French immersion.

All groups, regardless of whether there had been an increase or not, agreed that Memorial University should develop a new teacher training program that would put more emphasis on bilingual competency.

WHAT WAS YOUR MAJOR OR AREA OF CONCENTRATION STUDIED AT UNIVERSITY? (MAJOR)

When the variable "What was your major or area of concentration studied at university?" (MAJOR) was crosstabulated with Part IV, there was a tendency for some differences of opinion to occur. Only those respondents with a major in French disagreed that there was too much concern with French at the present time. Respondents with a major in English and social studies felt that there was too much pressure being placed on unilingual English teachers to change because of the current emphasis on French. All groups regardless of subject major were in agreement on the remaining variables. These statements were: (1) French immersion fosters a deeper understanding between the French and English cultures, (2) The Department of Education, Memorial University of Newfoundland, and school boards should become more actively involved in planning for French immersion, (3) Students at the high school level should be provided with more opportunities to become bilingual, (4) The overall school program does not suffer with the implementation of French immersion programs.

DO YOU TEACH FRENCH NOW? (TCHNOW)

When the variable "Do you teach French now?" (TCHNOW) was crosstabulated with the variables in Part IV, there were no differences of opinion, however, the results were of interest.

Both groups, regardless of whether they were teaching French now or not agreed with the following statements: (1) French immersion fosters a deeper understanding between the French and English cultures, (2) Children who complete French immersion have better job opportunities, (3) Remedial help should be provided for children in French immersion programs, (4) School boards should devise a needs assessment in order to identify teachers who are willing to retrain, (5) Along with the basic French program being taught at the high school level, other subjects should be taught in French.

DO YOU HOLD AN ADMINISTRATIVE POSITION? (ADMIN)

When the variable "Do you hold an administrative position?" (ADMIN) was crosstabulated with the variables in Part IV differences of opinion occurred. Department heads and those respondents who were not administrators believed that the money being spent on French immersion programs might be better spent in other areas of the curriculum. Department heads disagreed that there should be remedial help for students in French immersion while all other groups felt there

should be. Department heads also felt that French immersion is a frill that the province can ill afford.

While most groups agreed that with the implementation of French immersion, the whole program does not suffer, department heads disagreed and felt that the program did suffer. Department heads and vice-principals agreed that there was too much concern with French at this time.

All groups, regardless of administrative position, agreed that the Department of Education should provide more direction for school boards setting up new French immersion programs.

DO YOU HAVE ANY FRIENDS OR ACQUAINTANCES WHO ARE FRENCH?
(FRAQNC)

When the variable "Do you have any friends or acquaintances who are French" (FRAQNC) was crosstabulated with the variables in Part IV, some differences of opinion were evident.

Those respondents who had French acquaintances disagreed that children in French immersion run the risk of losing their anglophone identity. Those respondents who had no French acquaintances felt that French immersion is taking money that could be better spent in other areas of the curriculum, and that it is a program that the Province can ill afford. This group also felt that there is too much pressure being placed on the unilingual English teacher to conform.

Both groups, regardless of whether they had French acquaintances, agreed that basic French should be more important than French immersion but at the same time felt that remedial help should be provided for children enrolled in French immersion.

DO YOU ATTEND FRENCH ENTERTAINMENT OR LISTEN TO FRENCH BROADCASTS? (ATNFRE)

When the variable "Do you attend French entertainment or listen to French broadcasts?" (ATNFRE) was used as the independent variable, differences of opinion were evident. Those respondents who do not attend French entertainment or listen to French broadcasts believed that the money being spent on French immersion could be better spent elsewhere in the school curriculum. This group also felt that there is too much pressure being placed on the unilingual English teachers to conform. These views seem to be consistent with the views of those respondents who stated they had no friends or acquaintances who were French.

WOULD YOU BE WILLING TO RETRAIN TO TEACH BASIC FRENCH AND/OR FRENCH IMMERSION (RETRAN)

When the variable "Would you be willing to retrain to teach basic French and/or French immersion?" (RETRAN) was crosstabulated with the variables in Part IV no differences

of opinion occurred. However, the results were interesting to note.

Those respondents who were willing to retrain and those respondents who were not willing to retrain felt that: (1) a needs assessment should be devised by school boards to identify teachers who wish to retrain; (2) the Department of Education should provide assistance for those teachers who wish to retrain; (3) Memorial University should develop new programs of teacher training that would put more emphasis on French; (4) students in teacher training should be provided with financial assistance that would enable them to become bilingual; (5) remedial help should be provided for students in French immersion; and (6) French immersion programs foster a deeper understanding between the French and English cultures.

Significant Crosstabulations of Parts I and II
to Teacher's Willingness to retrain. RETRAN

GENDER DIFFERENCES

Of the 99 respondents who stated they were willing to retrain, 60.6 percent (60) were female and 39.4 percent (39) were male. These findings suggest that more females than males are willing to retrain.

AGE

Of the 99 respondents who stated they were willing to retrain, 46.5 percent (46) were between the ages of 21 to 34 years. Forty-three point four percent (43) were between ages 35 to 44 years.

Ten percent (10) of those willing to retrain were between the ages of 45 to 54 years. No one over the age of 55 years indicated a willingness to retrain.

This information would seem to suggest that the younger the respondents, the more willing they are to retrain.

TEACHING EXPERIENCE

Twenty-seven percent (27) of the respondents who stated they were willing to retrain had 15 to 19 years of teaching experience. The second largest group, 21.2 percent (21), comprised the group of respondents who had 10 to 14 years of teaching experience. The third largest group, 18.2 percent

(18), comprised the respondents who had less than five years of teaching experience.

From this information, one might state that teachers who have been in the work force 10 to 19 years would be the group most willing to retrain to teach French and/or French immersion. Another group willing to retrain are those respondents who are the junior members on staff with less than five years teaching experience.

WILLINGNESS TO TEACH FRENCH

Thirty-one respondents stated they were teaching French at the time. One hundred and seventy-two respondents stated they were not teaching French.

Forty-one respondents stated they had been asked to teach French. One hundred and thirty-three respondents stated they had not been asked.

Sixty respondents stated they would consider teaching French if asked. One hundred and eight respondents stated they would not teach French if asked to do so.

In this context, "Would you consider teaching French if asked?" was crosstabulated with willingness to retrain. In the crosstabulation, 70 respondents indicated a willingness to retrain. Of the 70 respondents who indicated a willingness to retrain 64 percent stated they would consider teaching French if asked to do so. Thirty-six percent of those respondents willing to retrain indicated they would not consider teaching French if asked to do so.

One might state based on this information, that the majority of respondents who are willing to retrain would be willing to teach French if asked to do so. As well, 16 percent of those respondents unwilling to retrain would be willing to teach French now if asked to do so. There also appears to be a group, however, who would not teach French, even if given the opportunity to retrain.

DO YOU SPEAK FRENCH?

Thirty-eight percent of those respondents willing to retrain never spoke French at all. Thirty-seven percent of those respondents willing to retrain seldom spoke French. Eighteen percent of those willing to retrain spoke French occasionally. Only six percent of those willing to retrain came from the group who spoke French regularly.

These findings suggest that the less fluent respondents are, the less likely they are to be willing to retrain.

DO YOU ATTEND FRENCH ENTERTAINMENT OR LISTEN TO FRENCH BROADCASTS?

Seventy percent of those respondents willing to retrain did not attend French entertainment or listen to French broadcasts. Thirty percent of those respondents willing to retrain did listen to French broadcasts and attended French entertainment.

This information would seem to suggest that even though a large percentage of respondents do not listen to French

broadcasts or attend French entertainment, they seem to be willing to retrain to teach French and/or French immersion.

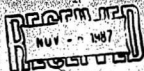
ARE YOU THE JUNIOR MEMBER ON STAFF?

Twenty-six percent of those respondents willing to retrain were the junior members on staff. Seventy-four percent of those respondents willing to retrain were not junior members on staff.

Ninety-three percent of those respondents unwilling to retrain were not junior staff members. Seven percent of those respondents unwilling to retrain were junior members on staff.

This information would seem to suggest that more than one-quarter of those respondents who are willing to retrain are junior members on staff. However, it is interesting to note that about 10 percent of junior staff members are not willing to retrain.

APPENDIX D
Correspondence



Superintendent
Terra-Nova Integrated School Board
Gander, NF

Dear Sir:

I am writing to you with respect to research which I am conducting as part of my work for the Master of Education degree in Curriculum and Instruction at Memorial University. My field of study is French education and the research is being conducted under the supervision of Professor Joan Netten.

The part of my research about which I am writing to you is a survey of the feelings of teachers towards French immersion programs in the Province. It is hoped that this research will provide information about how teachers view French immersion programs.

A random sampling of the teachers of Newfoundland and Labrador has been carried out. Some of the teachers may be from your school district.

I am enclosing a copy of the survey for your information. I hope you will encourage your teachers to participate in this project.

If you have any questions regarding the survey, please call 786-2264 or write to:

If you wish to receive a copy of the results of the survey, please complete the form below and forward it to me.

Thanking you in advance for your kind cooperation.

Sincerely yours,

Elaine Neil

YES I would like a copy of the results of the survey.

NAME: _____

ADDRESS: _____

POSTAL CODE: _____

Spaniard's Bay
Conception Bay, NF
A0A 3X0

November 3, 1987

Dear Colleague,

I am writing to you with respect to research which I am conducting as part of my work for the Master of Education degree in Curriculum and Instruction at Memorial University. My field of study is French education and the research is being conducted under the supervision of Professor Joan Netten.

The part of my research about which I am writing to you is a survey of the feelings of teachers towards French immersion programs in the Province. It is hoped that this research will provide information about how teachers view French immersion programs.

A random sampling of the teachers in Newfoundland and Labrador was conducted to obtain the names for this survey. Please be assured that your responses will be held in strictest confidence and will be used as general project data only. No individual responses will be reported to principals, school boards or anyone else.

The survey will take approximately 15 to 20 minutes to complete. Please complete it at your earliest possible convenience. A reply on or before November 27, 1987 would be greatly appreciated.

If you have any questions regarding the survey, please call 786-2264 or write to:

Ms. Elaine Neil
General Delivery
Spaniard's Bay, NF
A0A 3X0

(...2

If you wish to receive a copy of the results of the survey, please complete the form below and forward it to me.

Thanking you in advance for your kind cooperation.

Sincerely yours,

Elaine Neil

YES I would like a copy of the results of the survey.

NAME:

ADDRESS:

POSTAL CODE:

Elaine Neil
Spaniards Bay
Newfoundland
AOA 3X0

June 6, 1988

Dear Colleague,

I am writing this letter to thank you for completing my questionnaire on French Immersion Programs, 1987, which was mailed to you earlier this year.

I am now in the process of analyzing the responses. It is quite evident that a lot of thought and attention were given on your part in completing them. I appreciate your sharing your thoughts and opinions on this topic with me.

For those of you who indicated they wished a copy of the results of the survey, those will be forthcoming, hopefully, sometime in the fall.

Again, thank you for your time and patience.

Have a joyful summer vacation.

Yours most sincerely,

Elaine Neil

EN/

GOVERNMENT OF NEWFOUNDLAND AND LABRADOR
DEPARTMENT OF EDUCATION

P. O. BOX 4750
ST. JOHN'S, NFLD.
A1C 3T7

October 26, 1987

Ms. Elaine Neil
St. Marks Elementary
Shearstown, C.B. A0A 3V0

Dear Ms. Neil:

Re: Your Request for a Random Sample of
250 Teacher Names for 1987-88

Enclosed is a list of 250 random numbers, Printout A containing a list of all teachers in the province for 1987-88 and Printout B containing a list of all schools in the province for 1987-88.

Instructions have been included on the Random Number Table sheet.

If you have any questions, please call me at 576-2992.

Yours truly

Jill Andrews
Statistician
Division of Evaluation and Research

JA:PRJ
• Encls.

CANADIAN
TEACHERS'
FEDERATIONFÉDÉRATION
CANADIENNE DES
ENSEIGNANTES ET DES ENSEIGNANTS110 ARGYLE, OTTAWA, ONTARIO
K2P 1B4 (613) 232-1505
CABLE: CANTEACH TELEX: 0534459

1987 09 03

Ms. Elaine Nell
General Delivery
Spaniards Bay
Conception Bay, Newfoundland
A0A 3X0

Dear Ms. Nell:

Further to your recent request, I am pleased to enclose a copy of the following two CTF publications:

1. Report On a Survey of Preparation Programs for French Second Language Teachers, March 1984
2. Implications of Immersion Programs, April 1983.

You may also wish to contact the following organizations for further information:

Canadian Association of Immersion Teachers
1815 Alta Vista Drive
Suite 101
Ottawa, Ontario K1G 3Y6

Canadian Parents for French
309 Cooper Street
Suite 210
Ottawa, Ontario
K2P 0G5

The Canadian Teachers' Federation has commissioned a study on the retraining of teachers for instruction in French as a second language. As soon as the study becomes available, I will see that a copy is forwarded to you.

If I can be of any further help, please feel free to contact me.

Yours sincerely,

for Brother Jean-Marc Cantin, F.S.C.
Deputy Secretary General
Encl.

President
FRANK GARRITYPresident-designate
SHEENA HANLEY
Présidente désignéeVice-President
EDNA PARKER
Vice-présidenteVice-President
BRIAN McCABE
Vice-présidentSecretary General
STIRLING MCDOWELL
Secrétaire général

FULL-TIME TEACHERS BY BOARD, 1987-88

BOARD

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	101	112	1.4	1.4	1.4
	102	136	1.7	1.7	3.1
	103	157	2.0	2.0	5.1
	104	207	2.6	2.6	7.6
Exploits Valley	-105	276	3.4	3.4	11.1
	106	210	2.6	2.6	13.7
Terra Nova	-107	405	5.1	5.1	18.8
	108	99	1.2	1.2	20.0
	109	353	4.4	4.4	24.4
Avalon North	-110	525	6.6	6.6	30.9
Avalon Consolidated	-111	652	8.1	8.1	39.1
	112	210	2.6	2.6	41.7
	113	128	1.6	1.6	43.3
	114	143	1.8	1.8	45.1
Bay of Islands-St. George's	-115	322	4.0	4.0	49.1
	116	119	1.5	1.5	50.6
Labrador East	-117	171	2.1	2.1	52.7
Labrador West	-118	118	1.5	1.5	54.2
	126	34	.4	.4	54.6
	127	26	.3	.3	54.9
	129	172	2.1	2.1	57.1
	401	392	4.9	4.9	62.0
	501	136	1.7	1.7	63.7
Burin Peninsula	-502	250	3.1	3.1	66.8
	503	95	1.2	1.2	68.0
	504	151	1.9	1.9	69.9
	506	176	2.2	2.2	72.1
	507	128	1.6	1.6	73.7
	508	170	2.1	2.1	75.8
Humber St. Barbe	-509	255	3.2	3.2	79.0
Labrador	-510	198	2.5	2.5	81.4
	511	202	2.5	2.5	84.0
Port au Port	-512	233	2.9	2.9	86.9
St. John's	-514	1026	12.8	12.8	99.7
(301) 701		26	.3	.3	100.0
TOTAL		8013	100.0	100.0	
Valid Cases	8013	Missing Cases	0		



GOVERNMENT OF NEWFOUNDLAND AND LABRADOR
DEPARTMENT OF EDUCATION

P. O. BOX 4750
ST. JOHN'S, NFLD.
A1C 5T7

June 15, 1988

Ms. Elaine Neil
Squires House (Room 210)
Memorial University of Newfoundland
St. John's, Nfld.

Dear Elaine:

Enclosed are the teacher statistics for 1987-88 as per your request.

1. 3% of full-time teachers have a major in French.
2. 12% of full-time teachers have a major in English.
3. 6% of full-time teachers have a major in Geography.
4. 8% of full-time teachers have a major in History.
5. 61% of full-time teachers have 10-24 years of experience.

If you need any further information, please call me at 576-2992.

Sincerely,

Jill Andrews
Statistician
Evaluation and Research Division

APPENDIX E

Frequency Results of Sample

18-MAY-88 TEACHER SURVEY ON FRENCH IMMERSION
11:53:06 MEMORIAL UNIVERSITY OF Nfld ON L IF::

V4.7

SEX

VALUE LABEL		VALUE	FREQUENCY	PERCENT	VALID PERCENT
MALE	1		97	4	47.8
FEMALE	2		106	5	
TOTAL			203	100.0	100.0
MEAN	1.522	STD DEV	.501	MINIMUM	1.000
MAXIMUM	2.000				
VALID CASES	203	MISSING CASES	0		

AGE

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCE
21-34	1	66	32.5	32.5	32.5
35-44	2	94	46.3	46.3	78.8
45-54	3	38	18.7	18.7	97.5
55-60	4	5	2.5	2.5	100.0
TOTAL		203	100.0	100.0	
MEAN	1.911	STD DEV	.778	MINIMUM	1.000
MAXIMUM	4.000				
VALID CASES	203	MISSING CASES	0		

18-MAY-88 TEACHER SURVEY ON FRENCH IMMERSION PROGRAMS 1987
11:53:06 MEMORIAL UNIVERSITY OF NLFD ON LEIF::

V4.7

DEGREE1 NO DEGREE

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	21	10.3	100.0	100.0
	0	182	89.7	MISSING	
	TOTAL	203	100.0	100.0	
MEAN	1.000	STD DEV	.000	MINIMUM	1.000
MAXIMUM	1.000				
VALID CASES	21	MISSING CASES	182		

DEGREE2 B.A(ED)PRIM

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	24	11.8	0	100.0
	0	179	88.2		
	TOTAL	203	100.0	100.0	
MEAN	1.000	STD DEV	.000	MINIMUM	1.000
MAXIMUM	1.000				
VALID CASES	24	MISSING CASES	179		

18-MAY-88 TEACHER SURVEY ON FRENCH INHERS
11:55:06 MEMORIAL UNIVERSITY OF NFLD

V4.7

LEIF:

DEGREE3 B. (E)DELEM

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	76	37.4	100.0	100.0
	0	127	62.6	MISSING	
	TOTAL	203	100.0	100.0	
MEAN	1.000	STD DEV	.000	MINIMUM	1.000
MAXIMUM	1.000				
VALID CASES	76	MISSING CASES	127		

DEGREE4 B. (E)D(HS)

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	68	33.5	100.0	100.0
	0	135	66.5	MISSING	
	TOTAL	203	100.0	100.0	
MEAN	1.000	STD DEV	.000	MINIMUM	1.000
MAXIMUM	1.000				
VALID CASES	68	MISSING CASES	135		

18-MAY-88
11:53:06

TEACHER SURVEY ON FRENCH IMMERSION PROGRAMS 1987
MEMORIAL UNIVERSITY OF NFLD ON LEIF::

V4.7

DEGREES B.A

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	87	42.9	100.0	100.0
	0	116	57.1	MISSING	
	TOTAL	203	100.0	100.0	
MEAN	1.000	STD DEV	.000	MINIMUM	1.000
MAXIMUM	1.000				
VALID CASES	87	MISSING CASES	116		

DEGREES B.SC

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	18	8.9	100.0	100.0
	0	185	91.1	MISSING	
	TOTAL	203	100.0	100.0	
MEAN	1.000	STD DEV	.000	MINIMUM	1.00
MAXIMUM	1.000				
VALID CASES	18	MISSING CASES	185		

18-MAY-88
11:53:06

TEACHER SURVEY ON FRENCH IMMERSION PROGRAMS 1987
MEMORIAL UNIVERSITY OF Nfld ON LEIF::

V4.7

DEGREE7 M.ED

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	27	13.3	100.0	100.0
	0	176	86.7	MISSING	
	TOTAL	203	100.0	100.0	
MEAN	1.000	STD DEV	.00		
MAXIMUM	1.000				
VALID CASES	27	MISSING CASES	176		

DEGREE8 M.A/M.SC

VALUE LABEL	VALUE	FREQUENCY	PE	LN	LN
	1	3	1.5	100.0	100.0
	0	200	98.5	MISSING	
	TOTAL	203	100.0	100.0	
MEAN	1.000	STD DEV	.000	MINIMUM	1.000
MAXIMUM	1.000				
VALID CASES	3	MISSING			

18-MAY-88 TEACHER SURVEY ON FRENCH IMMERSION PROGRAMS 1987
11:53:06 MEMORIAL UNIVERSITY OF NEWF ON LEIF: V4.7

DEGREE9 OTHER

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	176	13.3	100.0	100.0
	0	MISSING	86.7	MISSING	
TOTAL		203	100.0	100.0	
MEAN	1.000	STD DEV	.000	MINIMUM	1.000
MAXIMUM	1.000				

VALID CASES 27 MISSING CASES 176

TEAEXP TEACHING EXPERIENCE

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
<5 YRS	1	24	11.8	11.8	11.8
5-9 YRS	2	25	12.3	12.3	24.1
10-14 YRS	3	40	19.7	19.7	43.8
15-19 YRS	4	51	25.1	25.1	68.9
20-24 YRS	5	34	16.7	16.7	85.7
25+ YRS	6	29	14.3	14.3	100.0
TOTAL		203	100.0	100.0	
MEAN	3.655	STD DEV	1.544	MINIMUM	1.000
MAXIMUM	6.000				

VALID CASES 203 MISSING CASES 0

18-MAY-88 TEACHER SURVEY ON FRENCH IMMERSION PROGRAMS 1987
 11:53:06 MEMORIAL UNIVERSITY OF NLFD ON LEIF:

V4.7

YRPRECH YEARS IN PRESENT SCHOOL

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
5-9 YRS	1	9	2.0		
10-14 YRS	4	26	10.8	12.8	86.2
15-19 YRS	5	21	10.3	10.3	90.6
20-24 YRS	6	7	3.4	3.4	
25+ YRS					
TOTAL		203	100.0	100.0	

MEAN 2.631 STD DEV 1.4
 MAXIMUM 6.000

VALID CASES 203 MISSING CASES 0

ADMINI NO

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
1	1	169	83.0	100.0	100.0
TOTAL		203	100.0	100.0	
MEAN	1.000				
MAXIMUM	1.000				
STD DEV	.000				

VALID CASES 169 MISSING CASES 34

18-MAY-88
11:53:06

TEACHER SURVEY ON FRENCH IMMERSION PROGRAMS 1987
MEMORIAL UNIVERSITY OF NFLD ON LEIF:1

V4.7

ADMIN2

YES, DEPT HEAD

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	4	2.0	100.0	100.0
	0	199	98.0	MISSING	
	TOTAL	203	100.0	100.0	
MEAN	1.000	STD DEV	.000	MINIMUM	1.000
MAXIMUM	1.000				
VALID CASES	4	MISSING CASES	199		

ADMIN3

YES, V.P.

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	13	6.4	100.0	100.0
	0	190	93.6	MISSING	
	TOTAL	203	100.0	100.0	
MEAN	1.000	STD DEV	.000	MINIMUM	1.000
MAXIMUM	1.000				
VALID CASES	13	MISSING CASES	190		

18-MAY-88 .. TEACHER SURVEY ON FRENCH IMMERSION PROGRAMS 1987
11153:06 MEMORIAL UNIVERSITY OF Nfld ON LEIF::

V4.7

ADMIN4 YES, PRINC

VALUE LABEL	VALUE	FREQUENCY	PERCENT	PERCENT	CUM
	1	191	5.9	100.0	100.0
	0	12	34.1	MISSING	
	TOTAL	203	100.0	100.0	
MEAN	1.000	STD DEV	.000		
MAXIMUM	1.000				

VALID CASES 12 MISSING CASES 191

ADMIN5 YES, COORDINATOR

VALUE LABEL	VALUE	FREQUENCY	PERCENT	PERCENT	CUM
	1	3	1.5	100.0	100.0
	0	200	98.5	MISSING	
	TOTAL	203	100.0	100.0	
MEAN	1.000	STD DEV	.000	MINIM	
MAXIMUM	1.000				
VALID CASES	3	MISSING CASES	200		

18-MAY-88 TEACHER SURVEY ON FRENCH IMMERSION PROGRAMS 1987
11:53:06 MEMORIAL UNIVERSITY OF NEWF. ON LEAF: V4.7

ADMI6 OTHER

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	3	1.5	100.0	100.0
	0	200	98.5	MISSING	
TOTAL		203	100.0	100.0	
MEAN	1.000				
MAXIMUM	1.000				1.000

VALID CASES 3 MISSING CASES 200

MAJOR MAJOR AREA AT UNIVERSITY

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
ENGLISH	1	62	30.5	30.8	30.8
SOC STUDIES/HISTORY	2	43	21.2	21.4	52.2
FRENCH	3	12	5.9	6.0	58.2
SCIENCE	4	17	7.9	8.5	66.6
OTHER	5	59	29.1	29.4	100.0
	0	2	1.0	MISSING	
TOTAL		203	100.0	100.0	

MEAN 3.254 STD DEV 2.100 MINIMUM 1.000
MAXIMUM 6.000

VALID CASES 201 MISSING CASES 2

18-MAY-88
11:53:06

TEACHER SURVEY ON FRENCH IMMERSION PROGRAMS 1987
MEMORIAL UNIVERSITY OF NFLD ON LEIF::

V4.7

TECHNO

TEACHING FRENCH NOW

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
YES	1	31	15.3	15.3	15.3
NO	2	172	84.7	84.7	100.0
	TOTAL	203	100.0	100.0	
MEAN	1.847	STD DEV	.361	MINIMUM	1.000
MAXIMUM	2.000				
VALID CASES	203	MISSING CASES	0		

ASKTFR

EVER ASKED TO TEACH FRENCH

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
Y S	0	1	14.3	14.3	14.3
	TOTAL	203	100.0	100.0	
MEAN	1.764	STD DEV	.426	MINIMUM	.00
MAXIMUM	2.000				
VALID CASES	174	MISSING CASES	29		

18-MAY-88
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TEACHER SURVEY ON FRENCH IMMERSION PROGRAMS 1987
MEMORIAL UNIVERSITY OF NLTD ON LEIF::

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(TCHASK) CONSIDER SOING SO

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
YES	1	60	29.6	35.7	35.7
NO	2	108	53.2	64.3	100.0
	0	35	17.2	MISSING	
	TOTAL	203	100.0	100.0	
MEAN	1.643	STD DEV	.481	MINIMUM	1.000
MAXIMUM	2.000				
VALID CASES	168	MISSING CASES	35		

(LERLAN) EVER LEARNED ANOTHER LANG

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
YES	1	118	58.1	59.3	59.3
NO	2	81	39.9	40.7	100.0
	0	4	2.0	MISSING	
	TOTAL	203	100.0	100.0	
MEAN	1.407	STD DEV	.493	MINIMUM	1.000
MAXIMUM	2.000				
VALID CASES	199	MISSING CASES	4		

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TEACHER SURVEY ON FRENCH IMMERSION PROGRAMS 1987
MEMORIAL UNIVERSITY OF NFLD UN LEIF:

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NOTONG MOTHER TONGUE

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
ENGLISH	1	198	97.5	98.0	98.0
FRENCH	2	1	1.5	1.5	99.5
OTHER	3	1	1.5	MISSING	100.0
	0	---	---	---	---
TOTAL		203	100.0	100.0	---

MEAN 1.025 STD DEV .185 MINIMUM 1.000
MAXIMUM 3.000

VALID CASES 202 MISSING CASES 1

FRAQNC ANY FRIENDS/ACQ FRENCH

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
YES	1	111	54.2	55.5	55.5
NO	2	89	43.8	44.5	100.0
	0	3	1.5	MISSING	---
TOTAL		203	100.0	100.0	---

MEAN 1.445 STD DEV .498 MINIMUM 1.000
MAXIMUM 2.000

VALID CASES 200 MISSING CASES 3

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TEACHER SURVEY ON FRENCH IMMERSION PROGRAMS 1987
MEMORIAL UNIVERSITY OF NFLD ON LEIF::

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SPKFR

SPEAK FRENCH

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
REGULARLY	1	8	3.9	4.0	4.0
OCCASIONALLY	2	24	11.8	11.9	15.8
SELDOM	3	53	26.1	26.2	42.1
NEVER	4	117	57.6	57.9	100.0
	0	1	.5	MISSING	
		-----	-----	-----	
TOTAL		203	100.0	100.0	
MEAN	3.381	STD DEV	.845	MINIMUM	1.000
MAXIMUM	4.000				
VALID CASES	202	MISSING CASES	1		

ATTNRE

ATTEND FRENCH ENTERTAIN/FRENCH BROADCAST

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
YES	1	44	21.7	22.0	22.0
NO	2	156	76.8	78.0	100.0
	0	3	1.5	MISSING	
		-----	-----	-----	
TOTAL		203	100.0	100.0	
MEAN	1.780	STD DEV	.415	MINIMUM	1.000
MAXIMUM	2.000				
VALID CASES	200	MISSING CASES	3		

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JUNSTF

JUNIOR MEMBER OF STAFF

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
YES	1	33	16.3	16.5	16.5
NO	2	167	82.3	81.5	100.0
	0	3	1.5	MISSING	
	TOTAL	203	100.0	100.0	
MEAN	1.835	STD DEV	.372	MINIMUM	
MAXIMUM	2.000				
VALID CASES	200	MISSING CASES	3		

RETRAN

WILLING TO RETRAIN

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
YES	1	99	48.8	52.1	52.1
NO	2	91	44.8	47.9	100.0
	0	13	6.4	MISSING	
	TOTAL	203	100.0	100.0	
MEAN	1.479	STD DEV	.501	MINIMUM	1.000
MAXIMUM	2.000				
VALID CASES	190	MISSING CASES	13		

18-MAY-88 TEACHER SURVEY ON FRENCH IMMERSION PROGRAMS 1987
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SCBAFF SCHOOL BOARD

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
INTEGRATED	1	112	55.2	55.4	55.4
RC	2	82	40.4	40.6	96.0
PENTECOSTAL	3	8	3.9	4.0	100.0
	0	1	.5	MISSING	
		-----	-----	-----	
TOTAL		203	100.0	100.0	
MEAN	1.485	STD DEV	.575	MINIMUM	1.000
MAXIMUM	3.000				
VALID CASES	202	MISSING CASES	1		

GRUTCHK TEACH K

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	26	12.8	100.0	100.0
	0	177	87.2	MISSING	
		-----	-----	-----	
TOTAL		203	100.0	100.0	
MEAN	1.000	STD DEV	.000	MINIMUM	1.000
MAXIMUM	1.000				
VALID CASES	26	MISSING CASES	177		

18-MAY-88 TEACHER SURVEY ON FRENCH IMMERSION PROGRAMS 1987
 11:53:06 MEMORIAL UNIVERSITY OF NFED- ON LEIF::

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GRDTC1 TEACH GR. 1

VALUE LABEL	VALU	E UENC	PERCEN	LR N	PE
	1	27	13.3	100.0	100.0
	0	176	86.7	MISSING	
TOTAL		203	100.0	100.0	

MAXIMUM 1.000

VALID CASES 27 MI

GRDTC2 TEACH GR.

LA L	VA	E UENC	PERCEN	LR N	PE
	1	27	8.0	0	100.0
	0	176	86.7	MISSING	
TOTAL		203	100.0	100.0	

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IR-MAY-88 TEACHER SURVEY ON FRENCH IMMERSION PROGRAMS 1987 V4.7
11:53:06 MEMORIAL UNIVERSITY OF NLFD ON LEIF::

GRDCH3 TEACH GR 3

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	41	20.2	100.0	100.0
	0	162	79.8	MISSING	
	TOTAL	203	100.0	100.0	
MEAN	1.000				
MAXIMUM	1.000			MINIMUM	1.000

VALID CASES 41 MISSING CASES 162

GRDCH4 TEACH GR 4

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	46	22.7	100.0	100.0
	0	157	77.3	MISSING	
	TOTAL	203	100.0	100.0	
MEAN	1.000				
MAXIMUM	1.000			MINIMUM	1.000

VALID CASES 46 MISSING CASES 157

18-MAY-88 TEACHER SURVEY ON FRENCH IMMERSION PROGRAMS 1987 V4.7
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GR0TCH5 TEACH GR 5

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	50	24.6	100.0	100.0
	0	153	75.4	MISSING	
	TOTAL	203	100.0	100.0	
MEAN	1.000				
MAXIMUM	1.000				
	STD DEV	.000	MINIMUM	1.000	

VALID CASES 50 MISSING CASES 153

GR0TCH6 TEACH GR 6

VALUE LABEL

	1	4	3.6	100	100.0
	0				
	TOTAL	203	100.0	100.0	

MEAN
MAXIMUM

VALID CASES 48 MISSING CASES 155

18-MAY-88 TEACHER SURVEY ON FRENCH-IMMERSION PROGRAMS 1987
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GRDTC7 TEACH GR 7

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	49	24.1	100.0	100.0
	0	154	75.9	MISSING	
	TOTAL	203	100.0	100.0	
MEAN	1.000	STD DEV	.000	MINIMUM	1.000
MAXIMUM	1.000				
VALID CASES	49	MISSING CASES	154		

GRDTC8 TEACH GR 8

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	53	26.1	100.0	100.0
	0	150	73.9	MISSING	
	TOTAL	203	100.0	100.0	
MEAN	1.000	STD DEV	.000	MINIMUM	1.000
MAXIMUM	1.000				
VALID CASES	53	MISSING CASES	150		

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GRDTC9 TEACH GR 9

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	47	23.2	100.0	100.0
	0	156	76.8	MISSING	
	TOTAL	203	100.0	100.0	
MEAN	1.000	STD DEV	.000	MINIMUM	1.000
MAXIMUM	1.000				
VALID CASES	47	MISSING CASES	156		

GRDTC10 TEACH GR 10

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	58	28.6	100.0	100.0
	0	145	71.4	MISSING	
	TOTAL	203	100.0	100.0	
MEAN	1.000	STD DEV	.000	MINIMUM	1.000
MAXIMUM	1.000				
VALID CASES	58	MISSING CASES	145		

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TEACHER SURVEY ON FRENCH IMMERSION PROGRAMS 1987
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GRDTC11 TEACH GR 11

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	53	26.1	100.0	100.0
	0	150	73.9	MISSING	
	TOTAL	203	100.0	100.0	
MEAN	1.000	STD DEV	.000	MINIMUM	1.000
MAXIMUM	1.000				
VALID CASES	53	MISSING CASES	150		

GRDTC12 TEACH GR 12

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	53	26.1	100.0	100.0
	0	150	73.9	MISSING	
	TOTAL	203	100.0	100.0	
MEAN	1.000	STD DEV	.000	MINIMUM	1.000
MAXIMUM	1.000				
VALID CASES	53	MISSING CASES	150		

18-MAY-88 TEACHER SURVEY ON FRENCH IMMERSION PROGRAMS 1987 V4.7
 11:53:07 MEMORIAL UNIVERSITY OF NFLD ON LEIF::

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VALUE LABEL	VALUE	FREQUENCY	PERCENT	P	N	-E /
	1	13	6.4	100.0	100.0	
	0	190	93.6	MISSING		
	TOTAL	203	100.0	100.0		
MEAN	1.000	STD DEV	.000	MINIMUM	1.000	
MAXIMUM	1.000					
VALID CASES	13	MISSING CASES	190			

18-MAY-88 TEACHER SURVEY ON FRENCH IMMERSION PROGRAMS 1987
 11:53:07 MEMORIAL UNIVERSITY OF NFLD ON LE16::

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STUSCH # STUDENTS IN SCHOOL

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	17	1	5.2	5.2	5.2
	21	2	10.5	15.7	15.7
	23	1	5.2	20.9	20.9
	34	1	5.2	26.1	26.1
	40	1	5.2	31.3	31.3
	54	1	5.2	36.5	36.5
	60	1	5.2	41.7	41.7
	65	1	5.2	46.9	46.9
	73	1	5.2	52.1	52.1
	90	1	5.2	57.3	57.3
	92	1	5.2	62.5	62.5
	93	1	5.2	67.7	67.7
	95	1	5.2	72.9	72.9
	109	2	10.4	83.3	83.3
	118	1	5.2	88.5	88.5
	125	1	5.2	93.7	93.7
	135	1	5.2	98.9	98.9
	155	2	10.4	100.0	100.0
	155	1	5.2	100.0	100.0
	160	1	5.2	100.0	100.0
	165	1	5.2	100.0	100.0
	170	1	5.2	100.0	100.0
	175	1	5.2	100.0	100.0
	180	1	5.2	100.0	100.0
	180	1	5.2	100.0	100.0
	200	1	5.2	100.0	100.0
	204	1	5.2	100.0	100.0
	207	1	5.2	100.0	100.0
	207	1	5.2	100.0	100.0
	210	1	5.2	100.0	100.0
	212	1	5.2	100.0	100.0

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TEACHER SURVEY ON FRENCH IMMERSION PROGRAMS 1987
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STUSCH

STUDENTS IN SCHOOL

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18-MAY-88 TEACHER SURVEY IN FRENCH IMMERSION PROGRAMS 1987
11:53:07 MEMORIAL UNIVERSITY OF NLFD ON LEIF: V4.7

STUSCH # STUDENTS IN SCHOOL

504	79.3	5.0	1	5.0	79.3
525	79.3	5.0	1	5.0	79.3
529	80.3	5.0	1	5.0	80.3
549	88.1	5.0	1	5.0	88.1
550	88.1	5.0	1	5.0	88.1
552	88.1	5.0	1	5.0	88.1
600	88.1	5.0	1	5.0	88.1
640	88.1	5.0	1	5.0	88.1
680	88.1	5.0	1	5.0	88.1
700	88.1	5.0	1	5.0	88.1
720	88.1	5.0	1	5.0	88.1
730	88.1	5.0	1	5.0	88.1
75	88.1	5.0	1	5.0	88.1
0	88.1	5.0	1	5.0	88.1
950	88.1	5.0	1	5.0	88.1
1100	88.1	5.0	1	5.0	88.1
9999	88.1	5.0	1	5.0	88.1
TOTAL	88.1	5.0	1	5.0	88.1
MEAN	633.054	STD DEV	1652.902	MINIMUM	17.000
MAXIMUM	9999.000				

VALID CASES 203 MISSING CASES 0

18-MAY-88 TEACHER SURVEY ON FRENCH IMMERSION PROGRAMS 1987
11:53:07 MEMORIAL UNIVERSITY OF Nfld. ON LEIF: V4.7

GRDSCH GRADES IN SCHOOL

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	2	2	10.5	10.5	10.5
	3	15	19.4	30.0	30.0
	4	27	33.7	63.7	63.7
	5	39	48.8	100.0	100.0
	6	11	13.9	100.0	100.0
	7	10	12.5	100.0	100.0
	8	12	15.0	100.0	100.0
	9	17	21.3	100.0	100.0
	10	24	30.0	100.0	100.0
	11	1	1.3	100.0	100.0
	12	2	2.5	100.0	100.0
	13	1	1.3	100.0	100.0
	14	1	1.3	100.0	100.0
	15	1	1.3	100.0	100.0
	16	1	1.3	100.0	100.0
	17	1	1.3	100.0	100.0
	18	1	1.3	100.0	100.0
	19	1	1.3	100.0	100.0
	20	1	1.3	100.0	100.0
	21	1	1.3	100.0	100.0
	22	1	1.3	100.0	100.0
	23	1	1.3	100.0	100.0
	24	1	1.3	100.0	100.0
	25	1	1.3	100.0	100.0
	26	1	1.3	100.0	100.0
	27	1	1.3	100.0	100.0
	28	1	1.3	100.0	100.0
	29	1	1.3	100.0	100.0
	30	1	1.3	100.0	100.0
	31	1	1.3	100.0	100.0
	32	1	1.3	100.0	100.0
	33	1	1.3	100.0	100.0
	34	1	1.3	100.0	100.0
	35	1	1.3	100.0	100.0
	36	1	1.3	100.0	100.0
	37	1	1.3	100.0	100.0
	38	1	1.3	100.0	100.0
	39	1	1.3	100.0	100.0
	40	1	1.3	100.0	100.0
	41	1	1.3	100.0	100.0
	42	1	1.3	100.0	100.0
	43	1	1.3	100.0	100.0
	44	1	1.3	100.0	100.0
	45	1	1.3	100.0	100.0
	46	1	1.3	100.0	100.0
	47	1	1.3	100.0	100.0
	48	1	1.3	100.0	100.0
	49	1	1.3	100.0	100.0
	50	1	1.3	100.0	100.0
	51	1	1.3	100.0	100.0
	52	1	1.3	100.0	100.0
	53	1	1.3	100.0	100.0
	54	1	1.3	100.0	100.0
	55	1	1.3	100.0	100.0
	56	1	1.3	100.0	100.0
	57	1	1.3	100.0	100.0
	58	1	1.3	100.0	100.0
	59	1	1.3	100.0	100.0
	60	1	1.3	100.0	100.0
	61	1	1.3	100.0	100.0
	62	1	1.3	100.0	100.0
	63	1	1.3	100.0	100.0
	64	1	1.3	100.0	100.0
	65	1	1.3	100.0	100.0
	66	1	1.3	100.0	100.0
	67	1	1.3	100.0	100.0
	68	1	1.3	100.0	100.0
	69	1	1.3	100.0	100.0
	70	1	1.3	100.0	100.0
	71	1	1.3	100.0	100.0
	72	1	1.3	100.0	100.0
	73	1	1.3	100.0	100.0
	74	1	1.3	100.0	100.0
	75	1	1.3	100.0	100.0
	76	1	1.3	100.0	100.0
	77	1	1.3	100.0	100.0
	78	1	1.3	100.0	100.0
	79	1	1.3	100.0	100.0
	80	1	1.3	100.0	100.0
	81	1	1.3	100.0	100.0
	82	1	1.3	100.0	100.0
	83	1	1.3	100.0	100.0
	84	1	1.3	100.0	100.0
	85	1	1.3	100.0	100.0
	86	1	1.3	100.0	100.0
	87	1	1.3	100.0	100.0
	88	1	1.3	100.0	100.0
	89	1	1.3	100.0	100.0
	90	1	1.3	100.0	100.0
	91	1	1.3	100.0	100.0
	92	1	1.3	100.0	100.0
	93	1	1.3	100.0	100.0
	94	1	1.3	100.0	100.0
	95	1	1.3	100.0	100.0
	96	1	1.3	100.0	100.0
	97	1	1.3	100.0	100.0
	98	1	1.3	100.0	100.0
	99	1	1.3	100.0	100.0
	100	1	1.3	100.0	100.0
	101	1	1.3	100.0	100.0
	102	1	1.3	100.0	100.0
	103	1	1.3	100.0	100.0
	104	1	1.3	100.0	100.0
	105	1	1.3	100.0	100.0
	106	1	1.3	100.0	100.0
	107	1	1.3	100.0	100.0
	108	1	1.3	100.0	100.0
	109	1	1.3	100.0	100.0
	110	1	1.3	100.0	100.0
	111	1	1.3	100.0	100.0
	112	1	1.3	100.0	100.0
	113	1	1.3	100.0	100.0
	114	1	1.3	100.0	100.0
	115	1	1.3	100.0	100.0
	116	1	1.3	100.0	100.0
	117	1	1.3	100.0	100.0
	118	1	1.3	100.0	100.0
	119	1	1.3	100.0	100.0
	120	1	1.3	100.0	100.0
	121	1	1.3	100.0	100.0
	122	1	1.3	100.0	100.0
	123	1	1.3	100.0	100.0
	124	1	1.3	100.0	100.0
	125	1	1.3	100.0	100.0
	126	1	1.3	100.0	100.0
	127	1	1.3	100.0	100.0
	128	1	1.3	100.0	100.0
	129	1	1.3	100.0	100.0
	130	1	1.3	100.0	100.0
	131	1	1.3	100.0	100.0
	132	1	1.3	100.0	100.0
	133	1	1.3	100.0	100.0
	134	1	1.3	100.0	100.0
	135	1	1.3	100.0	100.0
	136	1	1.3	100.0	100.0
	137	1	1.3	100.0	100.0
	138	1	1.3	100.0	100.0
	139	1	1.3	100.0	100.0
	140	1	1.3	100.0	100.0
	141	1	1.3	100.0	100.0
	142	1	1.3	100.0	100.0
	143	1	1.3	100.0	100.0
	144	1	1.3	100.0	100.0
	145	1	1.3	100.0	100.0
	146	1	1.3	100.0	100.0
	147	1	1.3	100.0	100.0
	148	1	1.3	100.0	100.0
	149	1	1.3	100.0	100.0
	150	1	1.3	100.0	100.0
	151	1	1.3	100.0	100.0
	152	1	1.3	100.0	100.0
	153	1	1.3	100.0	100.0
	154	1	1.3	100.0	100.0
	155	1	1.3	100.0	100.0
	156	1	1.3	100.0	100.0
	157	1	1.3	100.0	100.0
	158	1	1.3	100.0	100.0
	159	1	1.3	100.0	100.0
	160	1	1.3	100.0	100.0
	161	1	1.3	100.0	100.0
	162	1	1.3	100.0	100.0
	163	1	1.3	100.0	100.0
	164	1	1.3	100.0	100.0
	165	1	1.3	100.0	100.0
	166	1	1.3	100.0	100.0
	167	1	1.3	100.0	100.0
	168	1	1.3	100.0	100.0
	169	1	1.3	100.0	100.0
	170	1	1.3	100.0	100.0
	171	1	1.3	100.0	100.0
	172	1	1.3	100.0	100.0
	173	1	1.3	100.0	100.0
	174	1	1.3	100.0	100.0
	175	1	1.3	100.0	100.0
	176	1	1.3	100.0	100.0
	177	1	1.3	100.0	100.0
	178	1	1.3	100.0	100.0
	179	1	1.3	100.0	100.0
	180	1	1.3	100.0	100.0
	181	1	1.3	100.0	100.0
	182	1	1.3	100.0	100.0
	183	1	1.3	100.0	100.0
	184	1	1.3	100.0	100.0
	185	1	1.3	100.0	100.0
	186	1	1.3	100.0	100.0
	187	1	1.3	100.0	100.0
	188	1	1.3	100.0	100.0
	189	1	1.3	100.0	100.0
	190	1	1.3	100.0	100.0
	191	1	1.3	100.0	100.0
	192	1	1.3	100.0	100.0
	193	1	1.3	100.0	100.0
	194	1	1.3	100.0	100.0
	195	1	1.3	100.0	100.0
	196	1	1.3	100.0	100.0
	197	1	1.3	100.0	100.0
	198	1	1.3	100.0	100.0
	199	1	1.3	100.0	100.0
	200	1	1.3	100.0	100.0
	201	1	1.3	100.0	100.0
	202	1	1.3	100.0	100.0
	203	1	1.3	100.0	100.0
	204	1	1.3	100.0	100.0
	205	1	1.3	100.0	100.0
	206	1	1.3	100.0	100.0
	207	1	1.3	100.0	100.0
	208	1	1.3	100.0	100.0
	209	1	1.3	100.0	100.0
	210	1	1.3	100.0	100.0
	211	1	1.3	100.0	100.0
	212	1	1.3	100.0	100.0
	213	1	1.3	100.0	100.0
	214	1	1.3	100.0	100.0
	215	1	1.3	100.0	100.0
	216	1	1.3	100.0	100.0
	217	1	1.3	100.0	100.0
	218	1	1.3	100.0	100.0
	219	1	1.3	100.0	100.0
	220	1	1.3	100.0	100.0
	221	1	1.3	100.0	100.0
	222	1	1.3	100.0	100.0
	223	1	1.3	100.0	100.0
	224	1	1.3	100.0	100.0
	225	1	1.3	100.0	100.0
	226	1	1.3	100.0	100.0
	227	1	1.3	100.0	100.0
	228	1	1.3	100.0	100.0
	229	1	1.3	100.0	100.0
	230	1	1.3	100.0	100.0
	231	1	1.3	100.0	100.0
	232	1	1.3	100.0	100.0
	233	1	1.3	100.0	100.0
	234	1	1.3	100.0	100.0
	235	1	1.3	100.0	100.0
	236	1	1.3	100.0	100.0
	237	1	1.3	100.0	100.0

18-MAY-88
11:55:07

TEACHER SURVEY ON PEPCH IMMERSION PROGRAMS 1987
HERIOT-WATT UNIVERSITY IN LEIPZIG

V4.7

TECHSCH TEACHERS IN SCHOOL

VALUE LABFL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
1	1	1	.04	.04	.04
2	2	2	.08	.08	.12
3	3	3	.12	.12	.24
4	4	4	.16	.16	.40
5	5	5	.20	.20	.60
6	6	6	.24	.24	.84
7	7	7	.28	.28	.100
8	8	8	.32	.32	.100
9	9	9	.36	.36	.100
10	10	10	.40	.40	.100
11	11	11	.44	.44	.100
12	12	12	.48	.48	.100
13	13	13	.52	.52	.100
14	14	14	.56	.56	.100
15	15	15	.60	.60	.100
16	16	16	.64	.64	.100
17	17	17	.68	.68	.100
18	18	18	.72	.72	.100
19	19	19	.76	.76	.100
20	20	20	.80	.80	.100
21	21	21	.84	.84	.100
22	22	22	.88	.88	.100
23	23	23	.92	.92	.100
24	24	24	.96	.96	.100
25	25	25	1.00	1.00	.100
26	26	26	1.04	1.04	.100
27	27	27	1.08	1.08	.100
28	28	28	1.12	1.12	.100
29	29	29	1.16	1.16	.100
30	30	30	1.20	1.20	.100
31	31	31	1.24	1.24	.100
32	32	32	1.28	1.28	.100
33	33	33	1.32	1.32	.100
34	34	34	1.36	1.36	.100
35	35	35	1.40	1.40	.100
36	36	36	1.44	1.44	.100
37	37	37	1.48	1.48	.100
38	38	38	1.52	1.52	.100
39	39	39	1.56	1.56	.100
40	40	40	1.60	1.60	.100
41	41	41	1.64	1.64	.100
42	42	42	1.68	1.68	.100
43	43	43	1.72	1.72	.100
44	44	44	1.76	1.76	.100
45	45	45	1.80	1.80	.100
46	46	46	1.84	1.84	.100
47	47	47	1.88	1.88	.100
48	48	48	1.92	1.92	.100
49	49	49	1.96	1.96	.100
50	50	50	2.00	2.00	.100
51	51	51	2.04	2.04	.100
52	52	52	2.08	2.08	.100
53	53	53	2.12	2.12	.100
54	54	54	2.16	2.16	.100
55	55	55	2.20	2.20	.100
56	56	56	2.24	2.24	.100
57	57	57	2.28	2.28	.100
58	58	58	2.32	2.32	.100
59	59	59	2.36	2.36	.100
60	60	60	2.40	2.40	.100
61	61	61	2.44	2.44	.100
62	62	62	2.48	2.48	.100
63	63	63	2.52	2.52	.100
64	64	64	2.56	2.56	.100
65	65	65	2.60	2.60	.100
66	66	66	2.64	2.64	.100
67	67	67	2.68	2.68	.100
68	68	68	2.72	2.72	.100
69	69	69	2.76	2.76	.100
70	70	70	2.80	2.80	.100
71	71	71	2.84	2.84	.100
72	72	72	2.88	2.88	.100
73	73	73	2.92	2.92	.100
74	74	74	2.96	2.96	.100
75	75	75	3.00	3.00	.100
76	76	76	3.04	3.04	.100
77	77	77	3.08	3.08	.100
78	78	78	3.12	3.12	.100
79	79	79	3.16	3.16	.100
80	80	80	3.20	3.20	.100
81	81	81	3.24	3.24	.100
82	82	82	3.28	3.28	.100
83	83	83	3.32	3.32	.100
84	84	84	3.36	3.36	.100
85	85	85	3.40	3.40	.100
86	86	86	3.44	3.44	.100
87	87	87	3.48	3.48	.100
88	88	88	3.52	3.52	.100
89	89	89	3.56	3.56	.100
90	90	90	3.60	3.60	.100
91	91	91	3.64	3.64	.100
92	92	92	3.68	3.68	.100
93	93	93	3.72	3.72	.100
94	94	94	3.76	3.76	.100
95	95	95	3.80	3.80	.100
96	96	96	3.84	3.84	.100
97	97	97	3.88	3.88	.100
98	98	98	3.92	3.92	.100
99	99	99	3.96	3.96	.100
100	100	100	4.00	4.00	.100
101	101	101	4.04	4.04	.100
102	102	102	4.08	4.08	.100
103	103	103	4.12	4.12	.100
104	104	104	4.16	4.16	.100
105	105	105	4.20	4.20	.100
106	106	106	4.24	4.24	.100
107	107	107	4.28	4.28	.100
108	108	108	4.32	4.32	.100
109	109	109	4.36	4.36	.100
110	110	110	4.40	4.40	.100
111	111	111	4.44	4.44	.100
112	112	112	4.48	4.48	.100
113	113	113	4.52	4.52	.100
114	114	114	4.56	4.56	.100
115	115	115	4.60	4.60	.100
116	116	116	4.64	4.64	.100
117	117	117	4.68	4.68	.100
118	118	118	4.72	4.72	.100
119	119	119	4.76	4.76	.100
120	120	120	4.80	4.80	.100
121	121	121	4.84	4.84	.100
122	122	122	4.88	4.88	.100
123	123	123	4.92	4.92	.100
124	124	124	4.96	4.96	.100
125	125	125	5.00	5.00	.100
126	126	126	5.04	5.04	.100
127	127	127	5.08	5.08	.100
128	128	128	5.12	5.12	.100
129	129	129	5.16	5.16	.100
130	130	130	5.20	5.20	.100
131	131	131	5.24	5.24	.100
132	132	132	5.28	5.28	.100
133	133	133	5.32	5.32	.100
134	134	134	5.36	5.36	.100
135	135	135	5.40	5.40	.100
136	136	136	5.44	5.44	.100
137	137	137	5.48	5.48	.100
138	138	138	5.52	5.52	.100
139	139	139	5.56	5.56	.100
140	140	140	5.60	5.60	.100
141	141	141	5.64	5.64	.100
142	142	142	5.68	5.68	.100
143	143	143	5.72	5.72	.100
144	144	144	5.76	5.76	.100
145	145	145	5.80	5.80	.100
146	146	146	5.84	5.84	.100
147	147	147	5.88	5.88	.100
148	148	148	5.92	5.92	.100
149	149	149	5.96	5.96	.100
150	150	150	6.00	6.00	.100
151	151	151	6.04	6.04	.100
152	152	152	6.08	6.08	.100
153	153	153	6.12	6.12	.100
154	154	154	6.16	6.16	.100
155	155	155	6.20	6.20	.100
156	156	156	6.24	6.24	.100
157	157	157	6.28	6.28	.100
158	158	158	6.32	6.32	.100
159	159	159	6.36	6.36	.100
160	160	160	6.40	6.40	.100
161	161	161	6.44	6.44	.100
162	162	162	6.48	6.48	.100
163	163	163	6.52	6.52	.100
164	164	164	6.56	6.56	.100
165	165	165	6.60	6.60	.100
166	166	166	6.64	6.64	.100
167	167	167	6.68	6.68	.100
168	168	168	6.72	6.72	.100
169	169	169	6.76	6.76	.100
170	170	170	6.80	6.80	.100
171	171	171	6.84	6.84	.100
172	172	172	6.88	6.88	.100
173	173	173	6.92	6.92	.100
174	174	174	6.96	6.96	.100
175	175	175	7.00	7.00	.100
176	176	176	7.04	7.04	.100
177	177	177	7.08	7.08	.100
178	178	178	7.12	7.12	.100
179	179	179	7.16	7.16	.100
180	180	180	7.20	7.20	.100
181	181	181	7.24	7.24	.100
182	182	182	7.28	7.28	.100
183	183	183	7.32	7.32	.100
184	184	184	7.36	7.36	.100
185	185	185	7.40	7.40	.100
186	186	186	7.44	7.44	.100
187	187	187	7.48	7.48	.100
188	188	188	7.52	7.52	.100
189	189	189	7.56	7.56	.100
190	190	190	7.60	7.60	.100
191	191	191	7.64	7.64	.100
192	192	192	7.68	7.68	.100
193	193	193	7.72	7.72	.100
194	194	194	7.76	7.76	.100
195	195	195	7.80	7.80	.100
196	196	196	7.84	7.84	.100
197	197	197	7.88	7.88	.100
198	198	198	7.92	7.92	.100
199	199	199	7.96	7.96	.100
200	200	200	8.00	8.00	.100
201	201	201	8.04	8.04	.100
202	202	202	8.08	8.08	.100
203	203	203	8.12	8.12	.100
204	204	204	8.16	8.16	.100
205	205	205	8.20	8.20	.100
206	206	206	8.24	8.24	.100
207	207	207	8.28	8.28	.100
208	208	208	8.32	8.32	.100
209	209	209	8.36	8.36	.100
210	210	210	8.40	8.40	.100
211	211	211	8.44	8.44	.100
212	212	212	8.48	8.48	.100
213	213	213	8.52	8.52	.100
214	214	214	8.56	8.56	.100
215	215	215	8.60	8.60	.100
216	216	216	8.64	8.64	.100
217	217	217	8.68	8.68	.100
218	218	218	8.72	8.72	.100
219	219	219	8.76	8.76	.100
220	220	220	8.80	8.80	.100
221	221	221	8.84	8.84	.100
222	222	222	8.88	8.88	.100
223	223	223	8.92	8.92	.100
224	224	224	8.96		

18-MAY-80 TEACHER SURVEY ON FRENCH IMMERSION PROGRAMS 1987 V4.7
 11:53:07 MONTREAL UNIVERSITY OF QUEBEC LEVEL

TECHSCH TEACHERS IN SCHOOL

MEAN 20.313 STD DEV 11.147 MINIMUM 1.000
 MAXIMUM 65.000

VALID CASES 198 MISSING CASES 5

ONLYFR ONLY FRENCH TEACHERS

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	0	100	49.3	51.0	51.0
	1	17	8.4	34.7	85.7
	2	1	0.5	1.5	87.2
	3	4	2.0	8.0	95.2
	4	2	1.0	5.0	100.0
	5	2	1.0	5.0	100.0
	10	2	1.0	5.0	100.0
	99	2	1.0	MISSING	MISSING
	3.4	---	---	---	---
TOTAL		203	100.0	100.0	---

MEAN 1.934 STD DEV 1.592 MINIMUM 1.000
 MAXIMUM 10.000

VALID CASES 196 MISSING CASES 7

18-MAY-88 TEACHER SURVEY ON FRENCH IMMERSION PROGRAMS 1987 V4.0
11:53:07 MEMORIAL UNIVERSITY OF NLFD ON LEIF::

TCRONE * TEACHERS TEACH * LEAST 1 FRENCH CLASS

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID	CUM
				PERCENT	PERCENT
	0	21	10.3	10.3	10.3
	1	44	20.9	31.2	31.2
	2	22	10.8	42.0	42.0
	3	4	1.9	43.9	43.9
	4	1	.5	44.4	44.4
	5	7	3.4	47.8	47.8
	6	3	1.4	49.2	49.2
	7	1	.5	50.0	50.0
	8	1	.5	50.5	50.5
	10	1	.5	51.0	51.0
	16	1	.5	51.5	51.5
	99	1	.5	MISSING	MISSING
	TOTAL	203	100.0	100.0	100.0
MEAN	2.408				
MAXIMUM	16.000				
STD DEV	2.172			MINIMUM	.000

VALID CASES 191 MISSING CASES 12

DISTRT FRENCH IMMER IN DISTRICT

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID	CUM
				PERCENT	PERCENT
YES	1	100	49.3	50.0	50.0
NO	2	94	46.3	47.0	97.0
DK	3	9	4.3	3.0	100.0
	0	1	.5	MISSING	MISSING
	TOTAL	203	100.0	100.0	100.0
MEAN	1.530				
MAXIMUM	3.000			MINIMUM	1.000
STD DEV	.557				
VALID CASES 200 MISSING CASES 3					

10-MAY-88 TEACHER SURVEY ON FRENCH IMMERSION PROGRAMS 1987
11:53:07 MEMORIAL UNIVERSITY OF NEWF ON LEIF:
V4.1

LAYOFF : LAYOFFS IN DISTRICT DUE TO FR IN

VALUE L

[illegible]

MEAN	STD DEV	MINIMUM	MAXIMUM
2.129	.021	1.000	3.000

VALID CASES	101
MISSING CASES	102

FLINS FR TM EXPLAINED TO ALL TEACHERS IN DISTR

VALUE LABEL	VALUE	FREQUENCY	P
YES	1	19	9.4
NO	2	18	8.6
M	3	10	4.8
MISSING	0	3	MISSING
TOTAL		203	100.0

VALID CASES:	97	MISSING CASES:	106
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18-MAY-88 TEACHER SURVEY ON FRENCH IMMERSION PROGRAMS 1987 V4.7
11:53:07 MEMORIAL UNIVERSITE OF NFED ON LEIF::

SCHOOL GRADE BASIC FRENCH BEGIN IN SCHOOL

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	0	23	11.3	12.4	12.4
	1	3	1.0	3.2	15.6
	2	13	6.0	14.8	30.4
	3	4	1.9	5.0	35.4
	4	2	1.0	2.5	37.9
	5	2	1.0	1.3	39.2
	6	2	1.0	1.3	40.5
	7	2	1.0	1.3	41.8
	8	2	1.0	1.3	43.1
	9	2	1.0	1.3	44.4
	10	0	0.0	0.0	44.4
	99	1	0.5	MISSING	44.9
TOTAL		203	100.0	100.0	100.0

MEAN 4.376 STD DEV 2.563 MINIMUM .000
MAXIMUM 10.000

VALID CASES 186 MISSING CASES 17

18-MAY-88 TEACHER SURVEY ON FRENCH IMMERSION PROGRAMS 1987 VA.7
112510) MEDICAL UNIVERSITY OF NYD ON LEIFF

DISTBF GRADE BASIC FRENCH BEGIN INDISTRICT

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID	PERCENT	CUM
	0	36	17.7	20.0	20.0	20.0
	1	12	5.8	6.1	26.1	26.1
	2	110	52.2	61.1	87.2	87.2
	3	7	3.4	3.9	91.1	91.1
	99	23	11.3	MISSING	100.0	100.0
	TOTAL	203	100.0			
MEAN	3.428	STD DEV	1.809	MINIMUM		.000
MAXIMUM	3.000					

VALID CASES 180 MISSING CASES 23

INCRSC INCREASE IN STUDS TAKING FRENCH IN LAS 5 YRS

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID	PERCENT	CUM
YES	1	58	28.6	29.7	29.7	29.7
NO	2	88	43.3	45.1	74.9	74.9
DK	0	48	23.9	MISSING	100.0	100.0
	TOTAL	203	100.0			
MEAN	1.954	STD DEV	.741	MINIMUM		1.000
MAXIMUM	3.000					

VALID CASES 195 MISSING CASES 8

18-MAY-88 11:53:07 TEACHER SURVEY ON FRENCH IMMERSION PROGRAMS 1987 94.7
 MONTREAL UNIVERSITY OF QUEBEC ON LEIF:

INCREASE IN STUDY TAKING FRENCH IN LAS 5-4-5

VALUE LABEL	VALUE	FREQUENCY	PERCENT	PERCENT	MINIMUM	MAXIMUM
YES	1	72	35.5	35.5	35.5	35.5
NO	2	111	54.5	54.5	54.5	54.5
DK	3	1	0.5	0.5	0.5	0.5
			MISSING	MISSING	100.0	100.0
		TOTAL	203	100.0	100.0	100.0
MEAN	2.193	STD DEV	.934	MINIMUM	1.000	1.000
MAXIMUM	3.000					

VALID CASES 202 MISSING CASES 1



